

See.



# SIERRA EDUCATIONAL *News*

OFFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION



Planetarium Projection Instrument — Calculating Machine of the Universe. See Page 22

*There are 44,000 copies of this issue...JANUARY 1948*

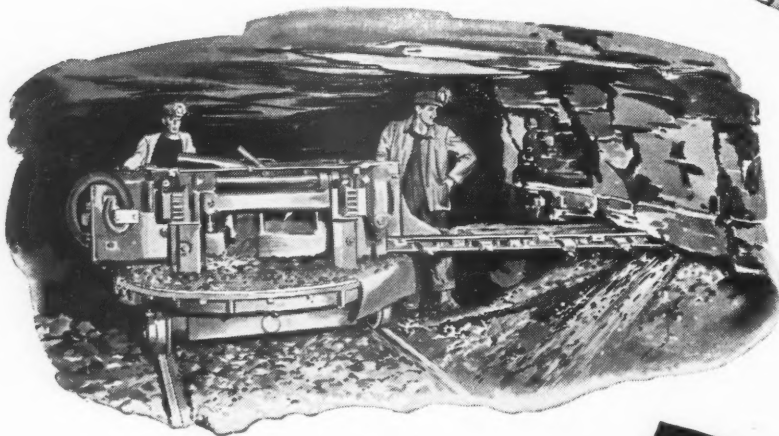
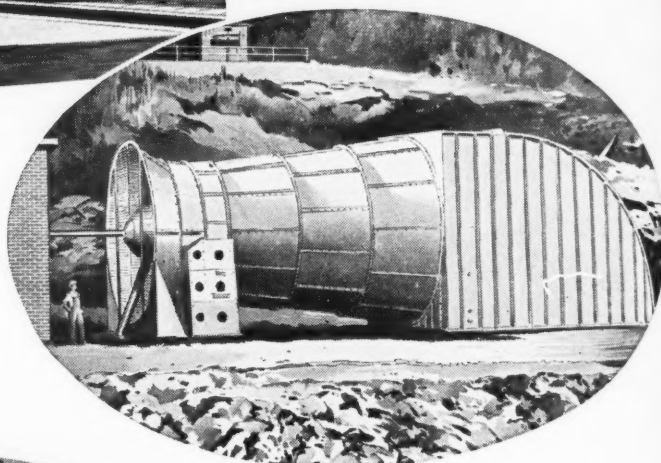
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# IN THE JANUARY ISSUE . . .

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# SIERRA EDUCATIONAL *News*

ERWIN A. DANN, *President*

ARTHUR F. COREY, *State Executive Secretary*

VAUGHAN MACCAUGHEY, *Editor*

NUMBER 1 183

JANUARY 1948

VOLUME 44

## THE SECRETARY'S PAGE

PROFESSIONAL UNITY THROUGH AFFILIATION  
OF STATE AND LOCAL ORGANIZATIONS

**S**IGNIFICANT action was taken at the December 1947 meeting of the CTA State Council of Education in Los Angeles, in the acceptance by that body of the report of the Committee on Organization, setting up the specifications and procedures for the direct affiliation of Local and Statewide Organizations with California Teachers Association.

### STATE-WIDE GROUPS

State-wide groups, composed of certificated personnel and having over 500 members of which 75% are members of the CTA, are to be known as Affiliates. Other State-wide organizations, whose purposes are consistent with those of CTA, upon invitation can become Associates of the CTA. In both cases the organization is to be represented on the State Council of Education, except that representatives of Associate organizations will not be eligible to vote or hold office. All present affiliates are to be continued, except that in the future each will be required to maintain at least 75% of its members as members of the CTA.

### LOCAL CHAPTERS OF CALIFORNIA TEACHERS ASSOCIATION

Perhaps the most important provision is that of providing for the chartering of local teacher organizations as Chapters of California Teachers Association. The plan provides that the local shall have at least 25 members and that during 1948 at least 60% of these members must be members of CTA, and that within 5 years at least 80% of the local members must also be members of CTA. The cities of Los Angeles and San Francisco are to be exempt from the membership qualification pending further study. All organizations with 100% CTA membership will be exempt from the \$5 chapter service fee.

All local chapters formed in the future shall be open to all certificated personnel within the area or level served. Whenever possible the Sections are urged to make the local chapters the basis for representation within the CTA.

In January the necessary changes in the CTA By-Laws will be provided by the Board of Directors. Full information will be sent to all organizations in the State. Attractive charters will be provided for organiza-

tions which qualify. These charters will be numbered in order of their issuance. The presentation of these charters can be made an occasion which will be long remembered. The service clubs have given us an object-lesson in the possibilities for publicity and morale-building in chartering ceremonies. Application-forms for local chapters will soon be obtainable from the various Section Secretaries and the applications will be acted upon in the order of their filing.

### SIGNIFICANCE OF PROFESSIONAL AFFILIATION

No plan for unifying and coordinating the activities of our many professional organizations will be effective unless skillfully and assiduously implemented. The plan merely gives us the blueprint for an organizational structure which must now be built. The question will certainly be asked: What will we get from affiliation with CTA? The answer will depend entirely on what we do to the plan in operation. We can permit affiliation to be a mere formality or we can make it meaningful and effective.

The first steps have been taken in streamlining our professional organization in California. It is now up to us to move forward to make the plan really work for the benefit of the children and the teachers of the State. — A.F.C.



# California Teachers Association Semi-Annual Meeting

Significant Items from the Semi-Annual Meeting of the  
State Council of Education, Los Angeles, December 6, 1947

**I**N his report to the State Council, President Erwin A. Dann announced the appointment of Dr. Frank Parr, secretary of the Oregon Education Association, to head the new Research Department of California Teachers Association.

Samuel P. Lewis of Sydney, Australia, delegate from Australia to the UNESCO meeting in Mexico City, spoke briefly upon educational affairs in Australia.

The Finance Committee recommended certain minor changes to be made in the laws resulting from the passage of AB 2120. The committee also recommended that the Council request the Budget Session of the 1948 Legislature to provide additional money to impoverished school districts for public school building purposes.

The committee on Professional Standards and Credentials recommended, and the Council adopted, the recommendation to make necessary corrections in the law concerning provisional credentials to include the kindergarten-primary type.

The Retirement Committee reported that it had voted to continue its present policy to support a sound Retirement System, and that the future changes in the law aim at reducing, rather than increasing inequities, and that any changes proposed should conform to the principle that benefits received shall be in proportion to service rendered.

Among the legislation approved by the Council as a result of the Legislative Committee's report was a recommendation to prohibit the use and possession of intoxicating beverages on school property, or on property where there is a public school function.

The Council referred to the new Co-operative Committee on Financing Public Education, to be set up jointly by California Teachers Association and the State Department of Education, a proposal for a Constitutional Amendment for State aid for school buildings on a formula basis. The matter is to be studied for a period of time looking toward recommendations at the April meeting of the CTA State Council.

The Salary Committee presented a resolution asking for a statement of policy regarding merit rating-scales for salaries. In effect, the statement of policy is in opposition to the use of mechanical merit scales for salary determination.

Significant action was taken on the report presented by the Committee on Organization. The first proposal adopted by the Council from the committee's report was the establishment of two kinds of affiliation of State-wide organizations. The first is a provision for Associate Organizations, an associate organization being one which is actively interested in

public education and whose objectives are in harmony with the purposes of California Teachers Association. Such an organization may be a lay organization. Second was a provision for Affiliates with California Teachers Association, which is an extension and clarification of the present affiliation by-laws of the State Association.

The other major portion of the report submitted by the Committee on Organization and adopted by the State Council was the provision for local Chapters of California Teachers Association. Provision was made for the size, personnel and membership of local associations and of the issuing of charters by the State Association.

The Citizenship Committee presented a statement on citizenship, which is to be published and distributed by California Teachers Association.

The Public Relations Committee presented a resolution, unanimously adopted by the State Council, supporting a Constitutional Amendment to increase the rate of pay for members of the Legislature.

The Recruitment Committee reported progress in the project of inducing young persons to enter teaching-training insti-

tutions. Public support has been gained for this movement from service clubs and other organizations throughout the State.

The Tenure Committee recommended legislation providing a 4-year continuous contract in districts of less than 850 ada. Dismissal would require a unanimous vote and a notice to the teacher, with right of hearing before the district board.

\* \* \*

## APPLIED ECONOMICS

**A**PPLIED Economics is published bi-monthly under sponsorship of Committee on Standards and Surveys, American Association of Teachers Colleges, as part of its project in applied economics. Richmond Page is editor, address 280 Madison Avenue, New York 16, N.Y. Within the limitations of supply, educators may receive the bulletin without charge, by written application to the above address.

Applied Economics is published under a grant from Alfred P. Sloan Foundation and is the outgrowth of some 9 years of experience. The purpose is to show that schools, if they are willing to make the effort, can exert a highly effective influence in raising community standards of living, especially in the areas of food, clothing and shelter. The bulletin is sent to superintendents, administrators, and faculty members of teachers colleges throughout the country.

## CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

**E**XPANSION of all programs for the health and education of exceptional children has brought with it a great need for trained personnel.

This situation prompted the California Congress of Parents and Teachers, late in 1946, to set aside from honorary life membership funds 5 graduate fellowships of \$1,200 each, available for training in the different fields of special education; for example, the teaching of the blind, deaf, hard of hearing, crippled and mentally retarded. These fellowships carry with them the requirement of one year of teaching service in California public schools.

As a result of last year's fellowships, 5 candidates chosen from more than 100 who applied, are now in training in Eastern schools. The training centers chosen were Wayne University for mentally retarded and sight-conservation; Columbia and Children's Rehabilitation Center for cerebral-palsied; Lexington and Clarke schools for the deaf.

Three candidates were also chosen for summer fellowships of \$400 each. Northwestern University, Iowa State and Children's Rehabilitation Center were chosen for study in the training of the hard-of-hearing, speech, and cerebral-palsied.

Six bills affecting exceptional children were passed at the last session of the Legislature. These make the need more pressing for trained people in all these areas. SB 672 appropriated \$35,000 for the establishment of a training-center for teachers in special fields; San Francisco State College has been chosen for this program. Dr. Leo Kane, coming from a similar post in Oklahoma University, has been chosen to be the director.

In accordance with increased need, California Congress of Parents and Teachers is again offering fellowships for the year 1948-49. Ten fellowships of \$600 each are being offered for senior or graduate study at San Francisco State College and two of \$1,200 each for advanced study in out-of-State centers. A committee of 6, 3 State Board members of CCPT and 3 professional people, administer this program under direction of CCPT.

State Chairman for Exceptional Children, California Congress of Parents and Teachers, is Mrs. W. B. Phillips, 1918 Woolsey Street, Berkeley 3.

## NEW RESEARCH DIRECTOR

### Dr. Parr Heads CTA Department

**D**R. FRANK W. PARR of Portland, Oregon, heads the new Research Department of California Teachers Association. His appointment, announced at the December meeting of the State Council on Education in Los Angeles, marks establishment of the third of the three new departments provided for by the CTA's expanded services program. The Field Service-Public Relations and Legal Departments became operative during 1947.

Dr. Parr, a recognized authority in the field of educational research, joined the staff at State Headquarters in San Francisco on January 1 as Director of Research and Educational Services and Assistant State Secretary.

For the past 5 years Dr. Parr has served as executive secretary of Oregon Education Association, where his leadership has brought him national recognition.

With the help of assistants, Dr. Parr will undertake to assemble pertinent data concerning California schools. The department will prepare regular and special reports for publication in a wide variety of educational subjects.

The research department will compile special data needed by CTA committees and will publicize its findings in regular

termining factors in his selection from a field of outstanding candidates to direct the research program.

Significant gains have been made in public education in Oregon through Dr. Parr's leadership in Oregon Education Association. State support of the schools and teachers salaries have been increased and the personnel and authority of the Oregon State Department of Education expanded. Oregon's pioneering for unified professional organization dues is especially noteworthy.

Dr. Parr was born in Philadelphia in 1900. He received his bachelor of science degree from the University of Illinois in 1925; his M.A. degree at University of Iowa in 1926 and his Ph.D. in Education at Iowa in 1929.

Prior to going to Oregon State College at Corvallis in 1929 he served as assistant principal and principal in Iowa high schools for three years and as a teaching fellow at the University of Iowa during the 1928-29 school year. After one year as an associate professor of secondary education at Corvallis he was given a full professorship. In addition he served from 1938 to 1942 as director of supervised teaching. He also has done summer school teaching at University of Wyoming and Purdue University.

He is a member of Phi Delta Kappa, Phi Sigma Sigma, Kappa Delta Pi, Pi Mu Epsilon, Pi Delta Epsilon and Delta Sigma Phi, as well as numerous national and regional educational organizations. He is a member of Rotary, Portland City Club, and serves on the board of directors of Portland's St. Helen's Hall, a private elementary and secondary school operated by the Episcopal Church.

Author of the books, *How to Study Effectively* and *Skill-Ability Tests for High School and College*, he has also contributed to numerous educational journals.

## Local Teachers Clubs

### To Presidents and Publicity Chairmen of all Local Teachers Clubs in California:

A new feature in this magazine will be significant items from Local Teachers Clubs throughout California. Each club should have a Publicity Chairman responsible for sending news-stories of general interest.

Because of severe limitations of space, only the most significant contributions can be used. The magazine is prepared far in advance. For example, the March issue goes to press quite early in February. Copy for the March issue should be sent in before February 2.

This new feature will assist local clubs in knowing what other clubs are doing and will be of practical help to workers in teachers organizations.—Ed.

### TEACHERS ESSAY CONTEST

**D**R. HEROLD HUNT, superintendent of Chicago Public Schools; Dr. E. T. McSwain, professor of education and director of summer school at Northwestern University, and Dr. Henry H. Hill, president of George Peabody College for Teachers, will select 3 papers from those submitted by teachers to Laidlaw Brothers in their essay contest.

The contest provides \$600 for prize-winning papers on the subject *How I, a Teacher, Can Inspire My Pupils to Enter the Teaching Profession*, and closed January 1. The winners of the \$300 first prize, the \$200 second prize, and the \$100 third prize will be announced April 1.



Dr. Frank W. Parr

and special bulletins and articles in *Sierra Educational News*.

Dr. Parr's educational background and his record of accomplishment as head of Oregon Education Association were de-

## ADEQUATE SALARIES FOR LEGISLATORS

**A** FAIR deal for members of the State Legislature was urged by the CTA State Council on Education at its December meeting in Los Angeles. Approval of the proposed Constitutional Amendment providing more adequate salaries for legislators was recommended in a resolution adopted by the delegates representing the 43,000 members of California Teachers Association.

Declaring that members of the Legislature are under-paid, the resolution placed the teachers of California on record as favoring enactment of the Constitutional Amendment, which will appear on the November, 1948, ballot.

The amendment, if adopted, would permit the Legislature to fix its own salaries, which now are frozen in the State Constitution at \$1,200 per year. As evidence of good faith, the Legislature has gone on record declaring its intention to fix the salaries at \$3,000 per year if the amendment carries.

"The present compensation of \$1,200 per year is wholly inadequate, in view of the great responsibility placed upon the Legislature in studying, formulating, and enacting laws for our more than 9,000,000 population," the resolution adopted by the CTA State Council declared. "These duties have been increased by the requirement that the Legislature now meet in annual sessions."

The resolution not only endorsed the proposed Constitutional Amendment, but also pledged the "complete and enthusiastic efforts" of California Teachers Association to secure its passage by the voters.

The resolution endorsing the amendment was submitted by CTA Southern Section, which previously had approved a similar measure.



# INTRODUCING NEW LEGISLATORS

## SIX SOLONS SEATED: FOUR IN EDUCATION

By Robert E. McKay, CTA Field Representative

**SIX** new faces will be among those present when the State Legislature convenes in its first budget session in Sacramento on March 1. They will be those of the new members, 3 each in the Senate and the Assembly, chosen in special elections to fill vacancies caused by deaths and resignations.

Four of the 6 will serve on the education committee of their respective houses. Senator Allen G. Thurman of Colfax, C. J. Tauzer of Santa Rosa, and Harry E. Drobish of Bangor have been named to the Senate Committee on Education; while Assemblyman Glenard P. Lipscomb of Los Angeles has been appointed to the Assembly Committee on Education.

The other two new members of the Legislature are Assemblymen Arthur H. Connolly, Jr., of San Francisco and G. Delbert Morris of Los Angeles.

### Three Senators Assigned

Senators Tauzer and Drobish will fill the Education Com-

mittee vacancies created by the deaths of Senators Herbert W. Slater of Santa Rosa and Charles H. Deuel of Chico. Senator Thurman will take the place on the committee of Senator Gerald J. O'Gara of San Francisco, who has accepted appointment to the Transportation Committee.

Assemblyman Lipscomb succeeds to the Education Committee seat formerly occupied by his predecessor, Ernest Debs of Los Angeles.

To better acquaint the teaching profession with the new legislators we present brief stories and pictures of 5 of the 6 new members. Material on Senator Thurman was not available. He, however, is not a newcomer to the legislative halls, having been a member of the Assembly since 1939. He was elected to fill the unexpired term of former Senator Jerrold L. Sewell, who resigned to become a member of the State Board of Equalization.

## SAN FRANCISCO ATTORNEY VICTOR IN HOT ELECTION RACE

**W**INNER in a three-cornered race which developed unusual interest for a special election, Arthur H. Connolly, Jr., attorney and World War II veteran, is the new assemblyman from San Francisco's



Arthur H. Connolly Jr.

21st District. He succeeds Albert C. Wollenberg, who resigned after 10 years in the State Legislature to accept appointment to the Superior Court bench.

Assemblyman Connolly, a native Californian, is a product of San Francisco's public schools and State institutions of higher learning. He attended Grant Grammar School and was graduated in 1928 from Lowell High School. He received his A.B. degree from University of California at Berkeley in 1932 and took his law training at Hastings College of the Law in San Francisco, receiving his LL.B. degree in 1935.

### Combat Duty

In 1942 the war interrupted the law practice which he had begun in 1935 after passing the State Bar examination. On active duty with the Navy, Connolly served in the Mediterranean, Atlantic, and Asiatic-Pacific theatres, first as commander of a sub-chaser and later as skipper of a destroyer escort. He was released to inactive

duty in November, 1945, with the rank of lieutenant commander.

Active in civic affairs both before and since the war, the new assemblyman has served as president of the San Francisco Barristers' Club, a member of the Board of Governors of San Francisco Bar Association, and a director of San Francisco Lions Club. He is a member of Phi Delta Phi legal fraternity, San Francisco Order of Cincinnati, American Legion, and Delta Tau Delta fraternity.

Assemblyman Connolly has lived in the 21st District for 20 years. He is married to the former Maryon Mortell. They live at 1450 Greenwich Street, San Francisco.

## SCHOOL PROBLEMS FAMILIAR TO BUTTE COUNTY SENATOR

**S**UCCEEDING to the seat held for 23 years by the late Senator Charles H. Deuel of Chico, is Rancher Harry E.



Harry E. Drobish

Drobish of Bangor, winner by 950 votes in a field of 6 candidates at the special November election.

As the first farmer to represent Butte County in a quarter of a century, Senator Drobish enters the State Legislature with a background of agricultural and educational experience.

"I am a progressive, he says, "interested in the social welfare of people as well as

the prosperity of business and the security of property."

### University Service

Problems of education will not be unfamiliar to the new senator, he indicates, since Mrs. Drobish is clerk of the local school board and he spent 10 years in the Agricultural Extension Division of University of California.

A 1917 graduate of University of California, where he was classmate of President Robert Gordon Sproul, Senator Drobish saw active duty in World War I. Most of his adult years have been spent in agricultural pursuits. For 10 years he served the farming industry in various capacities, first with the Division of Markets of the California Department of Agriculture and later as an agricultural economist with the United States Department of Agriculture and State universities in the Northwest.

### Youth Work

For 3 years he was State Director of Rural Rehabilitation in the State Emergency Relief Administration. Since 1937 he has been ranching in Butte County, developing 200 acres of olive orchards, managing Co-operative Oroville Olive Growers Association, and operating an olive-oil mill. For 8 years he operated a ranch camp for boys and girls.

A resident of California since 1905, Senator Drobish is married to the former Faith Boardman, of Riverside, and is the father of two children, a daughter who was graduated this year from the University of California, and a son who is a senior at that institution. The Senator is 54 years of age.



## DEBS FORMER SEAT WON BY ACCOUNTANT

**G**LENARD P. LIPSCOMB, young public accountant and former school business manager, is one of Los Angeles County's two new representatives in the Assembly. Polling a majority of more than



Glenard P. Lipscomb

two-to-one over his only opponent, a labor-supported candidate, he was elected to the 56th District Assembly post left vacant by Ernest Debs' resignation to become a member of the Los Angeles City Council.

### School Background

A assemblyman Lipscomb, although a newcomer to the political arena, brings to the State Legislature a zestful enthusiasm and a sympathetic understanding of educational problems.

At the age of 32, Lipscomb has a background of experience which includes that of business manager of John Marshall High School in Los Angeles and a similar position with Los Feliz Artist Series. As a public accountant, he now operates his own firm under the name of Lipscomb and Associates.

### Trojan Alumnus

The new assemblyman saw war-time service in the Army's Finance Corps after having enlisted as a private. He is a member of American Legion.

Lipscomb was graduated from Belmont High School in 1934, following which he attended University of Southern California. Later he studied accounting at Woodbury Business College in Los Angeles.

He is married and the father of two attractive young daughters, ages 6 and 4. They live at 4316 Brunswick Avenue, Los Angeles.

Assemblyman Lipscomb has been active in civic affairs in his community. He is a member of Atwater Park Baptist Church and Los Feliz Kiwanis Club.

### ASSEMBLYMAN MORRIS PLEDGES SUPPORT TO EDUCATION

**A**STAUNCH supporter of the public schools and a friend of the teachers is G. Delbert Morris, the new assemblyman from the 63d District in Los Angeles, elected by a big majority in November to

fill the unexpired term of Don A. Allen, now a Los Angeles City Councilman.



Delbert Morris

Assemblyman Morris, a general insurance agent, takes pride in the fact that he is a product of the public school system of his city and volunteers his support "of any measures" that will improve the working conditions of the teaching profession.

### Favors Pay Raise

Ten years ago the new legislator took the lead in opposing the proposed abandonment of the public night schools in Los Angeles. He helped organize and was vice-president of the Adult Education League formed to combat the move.

"I am especially in favor of raising the salary of beginning teachers to a point that will attract young men and women to teaching as a life-time career," Morris said, following his election. "I also favor improved tenure and pension laws, and any help I can give along those lines I shall be glad to give."

### Navy Veteran

Assemblyman Morris served in the Navy for nearly 6 years and was aboard the U.S.S. Lexington when that famed aircraft-carrier was sunk by the Japanese in the Battle of the Coral Sea. Prior to the war he was a cashier and maintenance superintendent for Los Angeles business concerns and spent 11 years in stock and bond work.

Morris lives in Los Angeles with his widowed mother at 2308 West 30th Street. He is 30 years of age. He is a member of St. Paul's Presbyterian Church, Westlake Masonic Lodge, American Legion, VFW, Amvets, L. A. Athletic Club and Life Underwriters Association.

### SONOMA SCHOOL MAN FOLLOWS FAMOUS FOOTSTEPS

**R**ED" TAUZER was a gangling youngster when Sonoma County voters last elected a new State Senator. As a ram-bunctious schoolboy at Duncan's Mill he never dreamed that one day he would be called upon to fill the shoes of that new solon, Newspaperman Herbert W. Slater.

Today that is his responsibility. C. J. Tauzer, attorney, ex-Stanford football

great and veteran of two World Wars, is following in the footsteps of the beloved Dean of the California Legislature whose untimely passing last summer saddened the State.

### Friend of Education

Elected last November in a two-fisted, slam-bang campaign, Senator Tauzer makes his legislative debut in Sacramento at the opening of the budget session March 1. Like his blind predecessor, whose devotion to the cause of education made him a friend of every child and teacher, the new senator will serve as a member of the Senate Committee on Edu-



C. J. Tauzer

cation. In that capacity Tauzer will be in his element. In his home town of Santa Rosa and his section of the State, he has for many years taken the lead in the fight for better education. He's known as the "daddy" of Santa Rosa Junior College and for 18 years has served as president of its Board of Trustees, a position of leadership he resigned only after his recent election to the Senate. Indicative of the recognition given him for his contributions is the fact that the Junior College campus gymnasium bears his name, Tauzer Gymnasium.

Senator Tauzer's continued interest in things educational is evidenced by his regional chairmanship of Trustees Association for Northern California and his membership on Sonoma County committee on school re-districting.

In 1915, a graduate of Willits High School, Tauzer enrolled at Stanford University, only to leave the following year and spend 17 months as an officer with the Army's 13th Infantry. Returning from service, he garnered fame on the football field and degrees of Bachelor of Arts and Juris Doctor.

Since 1923 he has practiced law in Santa Rosa. He took leave from his firm of Geary & Tauzer to spend 32 World War II months in the Army, emerging with the rank of major.

A community leader for many years, he is past president of Santa Rosa Chamber of Commerce and Kiwanis Club and is past commander of Theodore Roosevelt Post No. 21, American Legion. He and his wife, the former Olive A. Brooking, have two sons, ages 15 and 21.

# Co-operative Committee on School Finance

## CTA INITIATES STATEWIDE COMMITTEE ON URGENT NEEDS

THE Board of Directors of California Teachers Association, in its December 1947 meeting, authorized the Committee on Financing Public Education to invite Mr. Roy Simpson to assist in setting up a Co-operative Committee on School Finance to work during 1948 and authorized the necessary financial support for its activities. Mr. Simpson has expressed his willingness to co-operate in this proposal.

This committee would be composed of representatives of CTA, State Department of Education, and interested affiliated and associated organizations of the CTA. This type of program finds precedent in the State-wide committee which was organized to develop apportionment legislation previous to the 1947 session of the Legislature.

CTA State Council of Education has already referred several major problems to this new committee for study and subsequent recommendation. The Council considered a proposal by the Southern Section to initiate a Constitutional Amendment to provide State support for a continued program of school-building construction and referred the matter to the Co-operative Committee for study and recommendation to the April meeting of the Council. Some major proposal in this area seems imperative.

The problem of school apportionment legislation must be studied and acceptable proposals be prepared well in advance of the 1949 session of the Legislature. The Dunn Bill, A.B. 2120, was enacted for only two years and the whole matter will be again considered at that time. Many points in A.B. 2120 must be clarified and technical changes proposed in the forthcoming budget session if the legislation is to operate as it was in-

### SIGNIFICANT ITEMS FROM CTA BOARD OF DIRECTORS MEETING, DECEMBER 5, LOS ANGELES

DR. FRANK PARR, Secretary of Oregon Education Association, was employed as Research Director for California Teachers Association.

The Board authorized the appointment of a Cooperative Committee by California Teachers Association and the State Department of Education, to draft a new apportionment bill for the January 1949 session of the Legislature, and referred to that committee other financial matters pertaining to school districts of the State.

The Board authorized a study to be made on the question of full pay for kindergarten teachers who teach the full 180 minutes in each school day.

tended by its sponsors. All these problems will require careful study by the committee.

It is already obvious that the limitations inherent in a working committee will preclude the possibility of complete representation by all the interests which

might desire membership in the group. Every effort will be made to set up the committees on a democratic basis and all recommendations will be thoroughly aired in subsequent meetings of the State Council of Education. Many calls will undoubtedly be made for assistance and the willingness shown to co-operate to get the facts will in a large measure determine the effectiveness of the solution of our present critical problems in school finance.

## California Special Cars to Atlantic City

Itinerary for California Party Attending the American Association of School Administrators, Atlantic City, February 21 to 27, 1948.

ARRANGEMENTS have been made to operate special standard Pullman cars with lower and upper berths, compartments and drawing-rooms from Los Angeles and from Bakersfield, California, to Atlantic City, New Jersey, using Santa Fe train "THE GRAND CANYON" to Chicago, thence the Pennsylvania Railroad to New York, where the cars will be stored from 12:30 p.m. until 12:30 a.m., and proceed to Atlantic City, arriving there at 10:03 a.m., as per the itinerary shown below. Similar arrangements have been made to operate extra Pullman cars straight through on the return trip from Atlantic City to Los Angeles and San Francisco, on schedules shown below.

Under this arrangement, it will not be necessary for members using this service to transfer baggage or belongings on the entire round-trip, except during their stay in Atlantic City. If this service is used for the entire round-trip, the approximate cost on the basis of lower berth both ways will be \$225.75 plus \$33.87 federal tax. A charge of approximately \$1 will be collected en route to cover parking charges at New York. If interested contact your local railroad ticket agent.

### GOING TRIP

Station	Railroad	Time	Day	Date
Northern California and San Joaquin Valley Party				
Lv. San Francisco	Santa Fe	8:00 a.m.	Tuesday	February 17
Lv. Fresno	Santa Fe	12:05 p.m.	Tuesday	17
Ar. Bakersfield	Santa Fe	2:05 p.m.	Tuesday	17
Passengers from the above points will use Santa Fe Streamliner "THE GOLDEN GATE" to Bakersfield, where special Pullman car will be boarded.				
Lv. Bakersfield	Santa Fe	2:20 p.m.	Tuesday	17
Ar. Barstow	Santa Fe	6:10 p.m.	Tuesday	17
Southern California Party				
Lv. Los Angeles	Santa Fe	1:30 p.m.	Tuesday	February 17
Ar. Fullerton	Santa Fe	2:05 p.m.	Tuesday	17
Passengers from San Diego and intermediate points may use "THE SAN DIEGAN" from San Diego at 11:45 a.m., boarding special Pullmans at Fullerton.				
Cars from Southern California and car from Northern California consolidate at Barstow and operate together for the balance of the trip.				
Lv. Barstow	Santa Fe	6:25 p.m.	Tuesday	February 17
Ar. Chicago	Santa Fe	3:30 p.m.	Thursday	19
Lv. Chicago	Penna. R.R.	6:30 p.m.	Thursday	19
Ar. New York	Penna. R.R.	12:30 p.m.	Friday	20
Cars will be stored in New York with porters on duty, so all baggage may be left in the cars. Cars will be set for occupancy at Pennsylvania Station at 10:30 p.m. and may be boarded at that time.				
Lv. New York	Penna. R.R.	12:30 a.m.	Saturday	February 21
Ar. Philadelphia	Penna. R.R.	2:45 a.m.	Saturday	21
Cars will be parked in Broad Street Station. Breakfast at Broad Street Station, Philadelphia.				
Lv. Philadelphia	P. R. S. L.	8:25 a.m.	Saturday	February 21
Ar. Atlantic City	P. R. S. L.	10:03 a.m.	Saturday	21

### RETURN TRIP

Lv. Atlantic City	P. R. S. L.	1:40 p.m.	Friday	February 27
Ar. Philadelphia	P. R. S. L.	3:10 p.m.	Friday	27
Lv. Philadelphia	Penna. R.R.	5:03 p.m.	Friday	27
Ar. Chicago	Penna. R.R.	8:20 a.m.	Saturday	28
Lv. Chicago	Santa Fe	12:01 p.m.	Saturday	28
Ar. Barstow	Santa Fe	6:10 a.m.	Monday	March 1
Ar. Los Angeles	Santa Fe	11:00 a.m.	Monday	1
Ar. San Francisco	Santa Fe	8:30 p.m.	Monday	1

# NO EMERGENCY?

**E**DUCATION, it has been intimated in some quarters, is not in need, at least not in California. All of the critical wants have been cared for and the people need not fear for the future of our schools.

That's the word quietly being passed about the State by those who view Education through coldly critical and perhaps penurious eyes. That's the story being whispered to leaders of business and commerce. They're being told that the educational emergency is over . . . that perhaps problems do exist elsewhere . . . that maybe classes are crowded, pupils underprivileged and schools under-financed in Mississippi, but that in California it just isn't so!

*What are the facts? What are the answers? Ask those who know.*

## ASK THE CHILDREN IN THE CLASSROOM

In California there are a million-and-a-half of them. Next year there will be 105,000 more. Another million will join them at their desks by 1953. They're crowded, most of them. They go to school in makeshift quarters, many of them. In some places they shiver in cold shacks and abandoned buildings and learn their lessons in basements. Ask them; they know the answer.

## ASK MOTHER AND DAD

They know about swing-shift education. They know that in thousands of homes the children are back by lunch time, idle in the afternoon while others occupy the desks they used in the morning. They know that last year 102,341 California pupils attended school on a half-time basis because there weren't

enough classrooms to go around. They read of triple classes in some places. They hear it will be worse next year. They know children can't get a whole education on a half-day schedule.

## ASK THE TEACHER

She knows there are more eager faces in the classroom than ever before. She knows she could do a better job if she had only 25 or 30 children in each class. Instead she may have 45 or 50 or maybe 60.

## ASK YOUR SUPERINTENDENT OF SCHOOLS

He knows that classrooms are bulging, that local finances are limited, that outside help must be had. He knows that he and his fellow superintendents in the State checked up and found that in October, 1946, California schools needed 6,767 additional classrooms to handle the enrollment properly at that time. He knows it would have cost \$345,144,780 to do the job. He knows, too, that the need is greater now.

## ASK YOUR LOCAL SCHOOL BOARD

These public-spirited citizens know there is a problem. They know that local district taxes and bond issues won't begin to finance the classrooms they need. They've asked the State for help from the \$20,000,000 fund the Legislature appropriated last year for "impoverished" districts. Only 51 of the 400 eligible districts have applied so far, but their needs total several million dollars more than the total amount appropriated. The destitute districts alone estimate it will cost \$200,000,000 to build

## HERE ARE THE FACTS

1. Double sessions were required for more than 102,000 California pupils last school year.
2. California schools were short nearly 7,000 classrooms a year ago. The need now is even greater.
3. So-called impoverished districts alone now need \$200,000,000 to build necessary classrooms.
4. More than 11,000 emergency credentials issued in California this school year.
5. Birth-rate booming; 1947 total more than double that of 1940.
6. State's population has increased 2,500,000 in seven years.

the classrooms which can't be financed by local taxpayers.

## ASK THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

He knows the classroom shortage is matched by a teacher shortage, that more than 11,000 emergency teachers, 25% of all those in the State, have had to be recruited to keep the schools open. He knows that California will need 40,000 new teachers in the next 8 years, an average of 5,000 teachers a year, to meet the increasing enrollment. He knows that last June all of the teacher-training institutions in the State combined graduated only 1,535 students. He knows that 817 of those qualified as secondary teachers, the need for which is not great, while only 518 qualified as elementary teachers, where the need is tremendous. He knows the number of emergency teachers will be larger unless more qualified young people enter the profession.



## ASK YOUR CHAMBER OF COMMERCE

It knows that California is growing, that more than two-and-one-half million people have come here to live since 1940. It knows that more than 10,000,000 people now call California home. It knows that thousands are coming to stay every month, that ex-servicemen and war-workers have returned. The chamber of commerce knows, too, the birth-rate is booming. It knows that 112,287 babies were born in California in 1940, that a million or more have been

born since then. In the first six months of 1947, it will tell you, 120,000 babies were born in the State; and that the year's total probably will reach 250,000 babies.

## ASK YOURSELF

Are makeshift classrooms adequate? Are the needs increasing? Are finances sufficient? Can the local property owner pay the whole bill? Is the birth-rate increasing? Are there enough teachers? Is there an emergency in education? The answer is obvious.

California Congress of Parents and Teachers  
offers for the year 1948-49

10 SCHOLARSHIPS  
of \$600 each for senior year or graduate study  
at San Francisco State College;

2 FELLOWSHIPS  
of \$1,200 each  
for graduate study in out-of-State institutions;  
for those who desire to  
become special teachers  
in the following fields:

Deaf  
Hard-of-hearing  
Blind  
Crippled, including cerebral-palsied  
Mentally retarded

Priority for application by April 1.

Send applications to Mrs. W. B. Phillips, 1918 Woolsey St., Berkeley 3.

## DEAN AULT OF SAN DIEGO

**JESSE W. AULT**, dean of professional education at San Diego State College, retired October 1. He began teaching 48 years ago and served at San Diego State College for 23 years, becoming dean of education in 1929, following service as principal of the Campus School.

He was graduated from Valparaiso University; first taught in a rural school in Ohio; served in Ohio and South Dakota as a superintendent of schools, as a member of the State Department of Education, and on a State Teachers College faculty.

Dean Ault was instrumental in the development of a teacher education program in which San Diego State Normal School has become a 5-year State College. He witnessed the growth of a school of 834 students in 1925, with curricula for 6 types of credentials, to a school of 4400 students today, offering curricula for 12 types of credentials, including at the graduate level, the general secondary school credential and

the elementary school administration and supervision credentials.

The most significant contribution of the Department of Education under the leadership of Dean Ault was the development in 1932 of a program of elementary teacher education in which the courses in the psychology of teaching and first-hand experiences with children and their learning processes in the Campus School were integrated. The teachers of education courses became the supervisors of student teaching. Each elementary teacher has 3 semesters of direct contact with children, two in the Campus School and one in a public school.

## What Are You Doing to Wage the Peace?

**D**URING the Second World War 83% of the American people said they thought they were doing something to help win the war. Recently only 36% answered they could do anything to prevent the next war or to wage the peace.

You can wage the peace by: 1. Contributing to the Overseas Teacher-Relief Fund. 2. Supporting the World Organization of the Teaching Profession. 3. Supporting the program of UNESCO.

Other ways may be suggested by materials obtainable from World Affairs Council of Northern California, 623 Sutter Street, San Francisco 2, and Bureau for Intercultural Education, 1697 Broadway, New York. — Vera Ann Swoboda, Gilroy Union High School.

During this period of 3 semesters, 37 units are taken in such courses as child growth and development, educational psychology, measurements, children's literature, health education, mental hygiene, philosophy of education, teaching of arithmetic, social studies, reading, art, music, and the other statutory subjects. The program has achieved nation-wide recognition.

Dean Ault was an active supporter of California Teachers Association, having served as faculty sponsor of San Diego State College chapter of CSTA, whose current membership of 89 leads the colleges and universities of the State.

## DR. RICHARD MADDEN

Dr. Richard Madden has been appointed dean of professional education, to succeed Dean Ault. Dr. Madden is a graduate in educational psychology from Teachers College, Columbia University. Previous to his coming to San Diego State College in 1939, he served at Indiana (Pennsylvania) State Teachers College successfully in the capacities of a clinical psychologist; of a teacher of psychology, education and guidance; and of director of the Laboratory School. At San Diego State College he has been principal of the Campus School and director of elementary education.

Dr. Madden has been active in various State educational organizations; he has been a vice-president of California School Supervisors Association; has served as chairman of research and curriculum committees of California Mathematics Council, and currently holds the office of professional vice-president in that organization; has been chairman of the San Diego State College chapter of CSTA. He has served widely in the State as a consultant in reading and arithmetic and is the author of numerous articles in the fields of psychology and education. — Dr. Walter R. Hepner, President, San Diego State College.

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The first three beautiful booklets in the Stanford University Press series of 21 Mission Tales (already announced on Page 46 of our November 1947 issue), one for each of the California missions, are now available. Written by Helen M. Roberts, with beautiful pictures by Muriel Lawrence and printed in two colors, the booklets are 60 cents a copy.

# YOUNG AMERICANS CLUB

By Clara Evers, Teacher, Webster School, Visalia, Tulare County

UPON reading the reports of the UCTA Annual Meeting, in the May 1947 issue of Sierra Educational News, I noticed this statement on citizenship:

*"The Committee on Citizenship believes that Public Education is faced with more serious challenges at this time than has ever been the case in the history of the States."*

I have always considered Character Training one of the most important functions of our educational system. Since reading the above statement and seeing the films produced by the U. S. Army entitled *The Tale of Two Cities* and *Seeds of Destiny* I thought possibly a project I have carried on for the past 7 years might be of interest to other teachers.

While attending Miss Swope's Summer School in 1940, an instructor in the social studies class gave us, among other materials, a unit of work in class organization, A Class Club. This unit was prepared by Alvin J. Rhodes, Cook Street School, Santa Maria. After studying the unit, which had been very carefully worked out, I decided to have some such club in my class.

## Making Character

Accordingly I asked the permission of our principal, Mr. Ralph Drath, to schedule social study time, to which he readily consented. Some changes were made, but as a whole we followed Mr. Rhodes plan. One key sentence from the unit has supplied much of my inspiration and motive. It reads as follows: "Through definite development of desirable habits, any undesirable are avoided and eliminated. Thus character is moulded."

I have had 3 objectives in carrying on this club: (1) training of the individual in all the traits of a good citizen; (2) an appreciation of our heritage as a nation, with an understanding of the government and especially the responsibilities of each citizen in the Republic, and (3) an understanding of the problems of other countries and a sympathetic and friendly feeling toward oppressed and unfortunate peoples.

Since Mr. Rhodes wrote the unit for the 6th grade I have used it in that grade exclusively, but have found that one of the problems is to keep the discussion within the range of understanding for that age group; therefore, we never discuss politics or ideologies. It is my belief that if we can realize to a sufficient degree the three objectives stated above other problems will be solved. When my classes have been older or retarded children we have had a more active club and therefore I believe that the idea

would work to better advantage in the 7th and 8th grades. However, it would not be practicable where departmental work is the plan.

THE MEETINGS OF THE CLUB ARE ONLY A SMALL PART OF THE PLAN, SINCE IT OPERATES IN MANY WAYS ALL DURING THE DAY.

## Our Officers

The children were all anxious to start the club, but it was rather difficult to make them realize it wasn't just for fun. By using the service clubs as examples I succeeded in getting the children to understand. After several periods of discussion our club was formed. The officers were the president, vice-president, secretary and treasurer. The president appointed the following committee chairmen: Good Manners, Room, Patriotism, Character and Conduct, Health, Safety and Thrift. The treasurer usually served as Thrift chairman. One of the regularly elected representatives of the School Safety Council served as chairman of the Safety Committee. In addition the president appointed a doorkeeper, a librarian, an errand boy or girl and a boys and girls baseball monitor. Each committee chairman chose two assistants, except the Room chairman, who had four.

At one of our first club meetings someone gave a report of a bicycle accident which had been caused by carelessness. To my surprise our little secretary burst into tears and hurriedly left the room. Since the class was new to me I was at a loss to know the cause of this outburst and asked the children for an explanation. They told me that her 14-year-old brother had been killed the week before school started, when he rode his bicycle across the highway and in front of an oncoming motorcycle. I talked to her

## GEOGRAPHY BULLETINS

TEACHERS Service Bulletin in Geography is issued in October, December, February, and April by The Macmillan Company, with Pacific Coast branch at 350 Mission Street, San Francisco 5.

These excellent 4-page leaflets are written by school people and issued as a service to classroom teachers in geography and social studies.

Copies are available for all elementary school teachers who are interested; to receive the bulletin write to the address given above. It will be helpful if the principal or one teacher will assume the responsibility of receiving and distributing the quantity needed for all of the teachers in a given school.

at recess-time and she was most cooperative. She said, "Miss Evers, I won't cry again and I want our club to do everything it can, so someone else's brother won't be killed."

I mention this incident because I believe the success of our club was greatly due to her remark. At our next meeting the children suggested a list of bicycle safety rules. They were written on the board. After discussion, corrections were made. The secretary was instructed to send a copy to the local Police Department. The rules were subsequently published on the editorial page of the local newspaper, with comments by the Chief of Police.

Our club was launched as a worthwhile project, and I believe our first year was one of the best. During this first year we gave several special assembly programs and invited other classes to attend club meetings. After that each new class coming to my room has expected to have a Young Americans' Club. Each new group chooses a slogan and makes suggestions regarding activities, but the general plan is the same from year to year. From the first our principal has always installed the new officers, thus giving the club dignity and importance in the eyes of the youngsters.

## A Few Sample Activities

*Volumes could be written about our activities, but I shall only mention a few to illustrate the value of the club.*

One year I had what might be called a "bronco class" consisting of 30 boys and 12 girls. The median age of this class was about 13. Many of the members were of Mexican nationality and uninterested in school. I decided that this year we would not organize a club and so did not mention it. One afternoon I kept a group of trouble-makers after school to finish some work. A member of our previous club dropped in for a friendly call and after inspecting the room he burst out with "Gosh—well—gee whiz, haven't you a Young Americans' Club this year?"

Before I could reply one of the boys spoke up and said he'd been wondering about that, too. A club was soon organized and thereafter the attitude of the class as a whole changed for the better. Even the yard teachers commented on the improved behavior of my former problem children, and the "bronco class" became one of my favorites.

The club activities are the motivation for almost every phase of school work. There are letters to be written, research to be done, bulletin-boards to be arranged and posters to be made. A child once proudly reported that she had counted the number of children in the City Library after school and found that our club members outnumbered all the others.

A good club member is always alert for ideas to incorporate in our programs.



On one occasion the nurse took our Health chairman to the clinic for dental work. Upon her return to the room she had her arms loaded with pamphlets and exclaimed: "Miss Evers, see what I have!" It seems that the nurse, noticing her interest in the pamphlets found in the waiting-room, had told her to take whatever she wished, and we are still using some of this material.

**S**OME of the activities of the 1945-46 club were very interesting. We were all elated over the close of the war, so chose as our slogan World Peace Through Friendly Understanding. Since Mr. John Terry, Deputy County Superintendent, had been over-seas with the Red Cross we asked him to help us start correspondence with some of the children in Europe.

Because of language problems he advised against this, but suggested that we correspond with children in other parts of the United States. Through correspondence with the Pen Pals the idea developed that the ancestors of these children came from all over the world and America, the Melting Pot, was chosen as the theme for our special annual assembly program. Our music teacher prepared a group of songs of other countries, as well as several folk dances. The actual learning of the speeches and staging took just one week, but we had worked and lived with the idea from October until the end of February.

#### Our Christmas Program

At Christmas we put on a program featuring Christmas in other lands. This was not an assembly program, but was given in our classroom. The decorations were made a part of the program. In front of the room was a large poster entitled The First Christmas, while along the sides were scenes of Christmas in Mexico, Switzerland, Norway and England.

At the rear were posters depicting Christmas in 1944, showing GI's on a Pacific Island, and another entitled Christmas in 1945, showing GI returning and being greeted by his wife. The last poster showed New Year's season as celebrated in China.

Between the posters were Bells of Joy, with a double meaning: rejoicing in the Birth of the Savior and rejoicing in our First Peace-time Christmas. All of these were prepared by the children.

For our program we read many little poems expressing the sentiments we wished to convey and listened to the reports on Christmas in other lands. How delighted a little Mexican child was to tell about Christmas as celebrated in Mexico and as retold to her by her father.

FOR CONSERVATION WEEK WE HELD COURT AND TRIED PEOPLE FOR VIOLATIONS OF GAME AND FORESTRY LAWS.

Shortly after the Food Drive for Relief of Europe was started two children, rushing into line for Flag Salute, had hastily discarded partially-eaten ice cream cones. Immediately a child in our line whispered to me that they were wasting food. The children decided that a collection-jar should be placed on the table. They would place in the jar the money they expected to spend for ice cream and candy during the week. When the jar was opened it contained far more in my opinion than the children would have spent for themselves. This Food Drive also became the incentive for an extensive study of foods.

#### Our Safety Campaign

One of our members was slightly injured in an automobile-bicycle collision because he had failed to stop at a stop sign. The children took the matter up in club. Since a 5th-grade child had also been injured that week they decided to invite all the classes to participate in a Safety Campaign by making posters. The best posters were exhibited at an assembly program and later displayed in the halls. This program consisted of a safety skit with the injured boys playing their own roles and other children playing the part of parents, police, doctor, nurse and drivers of cars.

There were many other activities undertaken by the club. Each year we have a hobby show, a program of party manners and a real fun program for Hallowe'en. As our school is always closed before June 14, we gave a special Flag Day program the last day of school, featuring the history of Our Flag and the rules for displaying and showing respect to the Flag.

It is difficult for a teacher to plan and supervise the club work and still have the children feel that they are doing it. I have spent many hours placing materials in conspicuous places and planning leading suggestions in order that the children may carry out certain ideas which are necessary. For example, I have an interesting picture on the subject

#### POEMS BY I. D. PERRY

As head of the English department for many years at Los Angeles High School, I. D. Perry taught poetry to the young people. He, himself, became a creative poet. Many of his verses appeared in this magazine some years ago.

He has now assembled in a beautiful volume of 90 pages the best of his verse. Title of the admirable book is "As Fingers Seek the Harp."

Many California teachers will desire copies of a worthy volume created by one of their fellow-workers. Address Mr. Perry at 6232 Glen Airy, Hollywood 28; or Bullock's, 7th & Broadway, Los Angeles; price, \$2.

of narcotics, which, when placed on the bulletin board, usually stimulates the interest of the children and they do the rest.

It is generally felt that discipline problems in a classroom arise from one of three causes,—boredom, desire for attention, or social maladjustment. Our club helps to solve all of these problems. By way of illustration I cite the case of Aileen.

She was a child of above average ability but with a very bad disposition which probably was the result of conflict in her home. She always carried a chip on her shoulder and quarreled continually with the other children. On several occasions the police had picked her up for fighting on the way home. Naturally she was unpopular and as a result was never elected to an office in the club.

Yet with all her faults she was a natural-born actress and also excelled in music. Once, during an assembly program, she led the class in singing. Her former class teacher, who knew her better than I did, marvelled at the fact that the children would follow her. Because of her dramatic ability she was often chosen to take part in little skits. With each performance her disposition seemed to improve and the class as a whole became more friendly toward her.

#### Aileen Gets Her Chance

During the second semester she was selected as a member of the health committee. A few weeks later the chairman of that committee was absent. Aileen came to me with the information that he had scarlet fever and that her mother, who was a trained nurse, had said that he would be absent for at least 6 weeks. She then asked me if she could take his place at health chairman. I told her to speak to the club president and to tell her that since her mother was a nurse she would be able to give her some good ideas. The president was rather skeptical, but I encouraged her to give Aileen a chance.

When the announcement was made in club meeting, Aileen's face was radiant, but some of the others did not seem so pleased. The day for her first program arrived and although she had not consulted me I felt confident it would be good. The details have passed from my memory, but I do recall that she closed the meeting by reading a chapter from a fascinating little book on health. There were no more doubtful looks and the children could scarcely wait for the next health program. She had reports, skits, posters and songs to emphasize the rules mentioned in the book. I could not have planned a better series of health lessons.

Since the health book contained much about safety she took over some of the safety programs as well. When it came time to change committees all the chil-



dren asked that Aileen have a full term as health chairman. As far as our group was concerned the pugnacious, pouty, unhappy Aileen had entirely disappeared.

**N**O PLAN could make every child a perfect citizen, but I feel certain that this club has influenced many children towards better ideals, habits and attitudes. Several former club members have been chosen for positions of leadership in junior high and high school and many have won awards for patriotic essays sponsored by the American Legion Auxiliary.

Just before school closed a high school senior, a former club member, paid us a visit. As he sat down I noticed that he looked at the club slogan, then remarked, "I see you still have a Young Americans" Club, but your slogan is different." I asked if he remembered his club slogan and without a moment's hesitation he re-

plied, "Character is what you are in the dark." When I commented on the fact that he had remembered it so long he said, "Oh, you remember those things." Mike is an assistant scout leader and has been a good influence on other Mexican boys.

Our former city superintendent, Mr. DeWitt Montgomery, my principal, and fellow teachers have been very helpful in encouraging club activities and in giving us materials suitable for club work. We have found the following publications very helpful: The Grade Teacher, The Instructor, Junior Red Cross Magazine, Ideals, and My Weekly Reader.

*I feel that the results more than compensate for the extra hours of work required to carry on the project and do not hesitate to recommend Mr. Rhodes' plan and wish to express my appreciation for the use of his idea. It works.*

schools is generally attributed to these factors:

1. The people of the Canal Zone are convinced that their schools are "good schools"; the educational climate is excellent.

2. The literacy of American residents is 100%, plus the fact that the wage-earners are entirely skilled craftsmen or professional persons.

3. The economic level is high; there is no necessity for the older children to become "breadwinners."

The difference in percentages of enrollment in the schools for colored children is due to varying degrees of the same three factors. The average colored person is not as sure as his American counterpart that the schools are "good schools." He points out, and correctly too, that the training of the colored teachers is not equal to that of the teachers in the American schools. The literacy of the colored residents, largely made up of Jamaican negroes, was estimated this year to be 87% and only a few of these people are skilled workers. The economic factor mentioned before also tends to reduce the percentage of school attendance.

The relationship between compulsory attendance and disciplinary control is an interesting one. The absence of compulsory attendance gives the principal or disciplinary authority greater power than he ordinarily wields. The school is not forced to care for the malcontented student who is a constant source of irritation both to his teacher and himself. The exit to the school is always open.

**T**HE writer does not advocate the abolition of compulsory attendance. He does, however, point out that the major factors in school attendance are: community faith in the quality of the school, the level of literacy of parents and economic pressure.

Such are the conclusions to be drawn from enrollment habits where compulsory school attendance under the American Flag does not exist.

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## EDUCATIONAL FILMS IN SPORTS

**A** NEW supplement is available for the catalog, Educational Films in Sports, by Frederica Bernhard. This catalogue, giving evaluations, purchase prices, and addresses of distributors, was published last year in collaboration with EFIA.

Physical Education instructors will find this catalog and supplement of much value in selecting instructional films for teaching.

The catalog costs 50 cents, and the supplement is included. Order from National Section on Women's Athletics, 1201-16th Street, NW, Washington 6, DC.

## THEY DON'T HAVE TO GO TO SCHOOL

By Edwin C. Clark,\* Juneau, Alaska

**M**ANY a school principal has asked himself, "I wonder how many of the children in my school would attend if they weren't compelled by law?" "Do the parents in my town really feel the schools are teaching things of value to the extent that they would see their children attend if not compelled?"

The answer to these questionings can be found in the behavior of children and parents as they react under the school laws of the Panama Canal Zone. In the Zone, as it is called by the residents, there are no compulsory school attendance laws. Yet two school systems are in operation. One of these is for the children of American employees living in the Zone. These schools, from kindergarten through junior college, enroll slightly over 4,000 students in 7 elementary schools, two high schools and the Canal Zone Junior College.

Paralleling this, and under the same administration, is a school system for the children of colored employees. This system also enrolls slightly more than 4,000 pupils in 7 elementary schools, two occupational high schools, and a 2-year teacher-training school.

Education is provided free of charge in both systems, except for the cost of expendable items and transportation. Apart from the racial segregation, which exists in all activities in the Canal Zone, the schools and their curricula are typical United States schools.

Considering the enrollment and attendance in the schools for American children we find enrollment, from kindergarten through high school, to be 100% except for the physically-incapacitated. Of the 1946 high school graduates, 63% enrolled in either the Canal Zone Junior College or in United States schools of higher learning. The percentage of attendance for the year 1945-46 in the elementary and high schools was 96.5%.

Enrollment in the colored schools through the 6th grade is 99.3%, as shown by the annual census taken by the Canal Zone Police Department. Beyond the 6th grade a decline in enrollment as related to number of actual children of school age begins. At the 8th grade level about 94% are enrolled. High school enrollment drops to 40% of its potential.

*This drop-off in enrollment is due in large degree to economic factors. Students reaching the age of 16 are acceptable for employment in some occupations on the Zone and the economic conditions of the colored employees are such as to cause "going to work" to be almost a necessity for many.*

Entrance into the Normal School at LaBoca is on a selective basis. The number admitted is determined by the need for colored teachers in the Zone. Approximately 40 students are enrolled in each freshman class. Over 90% of the students beginning their teachers training complete the course.

Truancy is not a major problem in the colored schools, as is witnessed by an average percentage of 94.6% of attendance for 1945-46.

The high attendance in the American

\* Edwin C. Clark was Director of Research for the Panama Canal from 1945-47; he is now Superintendent of Schools at Juneau, Alaska.

# LISTEN... LOOK AND LEARN

Walter A. Jack, Superintendent, San Mateo City Elementary Schools

**R**ADIO is bringing the wonders of natural science to interested children in the classrooms of San Mateo elementary schools. Children listen, follow directions, and write suggestions and questions to



John Harville, San Mateo Junior College instructor, who broadcasts weekly programs in science to pupils of San Mateo elementary schools.

John Harville, young San Mateo junior college instructor, who broadcasts the science program to classrooms of San Mateo elementary schools every Thursday morning, 11:15 to 11:30 o'clock.

Under supervision of their teachers, children build cages, catch insects, and gather specimens according to directions from the junior college science-caster. They explore their backyards, the vacant lots, and the parkings on their way to school. Interest is keen.

The radio science program is their program. It is the result of the coordinated efforts of the teaching staffs of the San Mateo elementary schools, the junior college, and San Mateo's radio station KSMO.

The California State Department of Education, recognizing that natural science is an excellent approach to wide fields of learning, provides California children with science textbooks, grades 1-8. The teachers of the city schools of San Mateo use these State texts in preparing subject-matter outlines to be followed in supplementing the actual broadcasts. Also, these teachers, familiar with the interests and study habits of young children, select the kind of information to be presented in the broadcast, and prepare pupil work-sheets to be used during each broadcast in active participation with the science-caster.

Professors from the science department of the junior college, acting in an advisory capacity, check for scientific accuracy all materials prepared by the elementary teachers. They also prepare and make the science broadcasts.

Working with specialists in science is an enriching experience for elementary teachers. Working through radio with the science specialists, together with the teacher in the classroom, is a stimulating experience for elementary children.

The following sample information sheet is typical of the material in the hands of

each teacher while the broadcast is in progress. The drawings illustrate a typical work-sheet used by each pupil.

## A section of Teachers Information Sheet

How many different kinds of bugs are there?

A. There are 4 different kinds. (Look at the diagram of the 4 classes of bugs which belong to the same division or phylum of animals. They are numbered from 1 to 4 on the work-sheet.)

1. Butterflies, bees, ants, grasshoppers, flies, and beetles.

These are all insects because:

a. All have 3 body-regions: head, thorax, abdomen.

b. All have 3 pairs of legs (except some butterflies, whose front legs are so small and indistinct as to appear missing).

c. Most grown (adult) insects have wings.

2. Spiders, scorpions, ticks and mites are classed together because:

a. All have 2 body-regions: head and thorax are united as one region, plus the abdomen.

b. All have 4 pairs of legs.

3. Crabs, lobsters, shrimps, and sowbugs are classed together because:

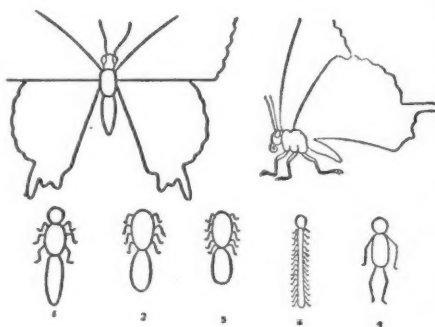
a. All have 2 body-regions: head and thorax are united as one region, plus the abdomen.

b. All have 5 pairs of legs.

4. Centipedes and millipedes ("thousand-legged bugs") are classed together because:

a. All have 2 body-regions: head, plus the thorax and abdomen, which are united as one region.

b. Many pairs of legs.



Outline drawings on a typical mimeographed Work Sheet (actual size 8½x11 inches).

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## PUBLIC SCHOOLS WEEK

By Lula Walker, Santa Ana,  
Teacher, Orange County Schools

**I**n observance of Public Schools Week last spring, Buena Park Schools, Orange County, gave a unique program showing some interesting highlights in educational history. Under direction of

Superintendent C. E. Gilbert and his staff of teachers, a series of living pictures was presented concerning the development of American schools.

Teachers worked overtime to construct scenery and paint appropriate backdrops. Closets were ransacked for old-fashioned costumes and new ones were concocted to create the proper atmosphere. For days before the program, the long coat tails of a Pestalozzi, Horace Mann, or Noah Webster might be seen flapping down the hallways. Costumes plus make-up combined to transform harum-scarum 7th-graders into convincing pedagogues of bygone days.

## The Dame School

Starting with a replica of that quaint and crude institution known as the Dame School which flourished during Colonial times, the story covered more than a century of progress. Representing a New York district school was that famous pedagogue of American literature, Ichabod Crane. Perched on a high stool, the lovable, loose-limbed Ichabod expounded the three R's to a group of gangling Cat-skill urchins.

Each picture represented an important step in the educational story. There was the ingenious Quaker school-master, Joseph Lancaster, who over 100 years ago sought to solve the teacher shortage with monitors or student teachers. A clever boy would be selected to teach fellow-pupils what the teachers had taught him. To exemplify this theory, the curtains opened on a classroom presided over by a monitor stiffly admonishing his pupils to "show slates."

Preceding each picture, a student gave a brief explanation of the scene to follow. Musical numbers were given at intervals.

## A Modern Classroom

The educational story came to an impressive close with A Modern Classroom, demonstrating a type of teaching in marked contrast to the formal, didactic methods shown in the preceding pictures. A group of youngsters eagerly watched as a projection-machine flashed on the screen the intriguing pictures that make social studies a vital and absorbing subject.

The program represented careful planning and painstaking work, but the results were gratifying. In an entertaining and concrete way the program proved that in Education, as in other things, "the old order changeth, giving place to new." And both patrons and pupils were made more deeply appreciative of present-day educational privileges.



## School Staffs Enrolled 100% in California Teachers Association for 1948

### SOUTHERN SECTION

**Imperial County** — Bard; Brawley — Barbara Worth and Ruth Reid; Calexico — Beech, Dool, Hoffman; El Centro schools; Fort Yuma; Heber; Holtville elementary; Holtville union high school; Imperial union — Roosevelt, Dunbar; Mulberry; Pine union.

**Inyo County** — Big Pine unified; County Superintendent's Office; Furnace Creek; Lo-Inyo union; Owens Valley; Round Valley.

**Los Angeles County** — Artesia — Clifton primary, Pioneer, Willow street; Bloomfield; Charter Oak; Claremont — elementary, high school; Covina — Merwin; Eastside union; Duarte — Davis; El Segundo elementary; Glendora — Roosevelt; William S. Hart union high school; Hawthorne elementary; Hermosa Beach; Inglewood — Oak street; La Canada; Lennox — Mary J. Whelan; Leuzinger high school; Lowell; Lynwood — Lincoln, Roosevelt; Manhattan Beach — Center street; Palos Verdes Estates; Paramount elementary; Redondo Beach — Beryl Heights, Central, Grant, New, South, Superintendent's Office; Rivera; San Gabriel — Lincoln, Washington; San Marino schools; Saugus; South Pasadena — Los Flores and Oneonta; South Whittier — Loma Vista; Torrance — Fern avenue, Torrance junior high school, Walteria; Westside union; Whittier — Guirado, Lou Henry Hoover, Lydia Jackson, Longfellow; Willowbrook grammar.

**Orange County** — Anaheim union high school; Anaheim — Franklin; Corona Del Mar; Costa Mesa; County Superintendent's Office; Fullerton — Ford, Maple avenue; Garden Grove elementary; Huntington Beach — elementary, union high school; Katella; Loara; Magnolia No. 1; Newport Beach; Ocean View; Olive; Orange — intermediate, Killefer, Maple avenue; Orangethorpe; San Joaquin; San Juan; Trabuco.

**Riverside County** — Alhambra; Coachella Valley high school; Desert — Cahuilla, Cathedral City, Coffman, Frances Stevens; Desert Hot Springs; Elsinore Grammar; Glen Avon; Hemet Valley — elementary, junior high school, Little Lake, union high school; Idyllwild; Indio — Roosevelt; Mecca; Menifee; Nuevo; Perris; Riverside city — Bryant, Casa Blanca, Grant, Liberty, Lowell, Magnolia, Palm, Chemawa junior high school, University Heights junior high school; San Jacinto high school and elementary; union joint; Val Verde; West Riverside.

**San Bernardino County** — Big Bear Lake; Bloomington; Central; Colton — Garfield, Grant, Washington; Cram; Del

Rosa; Parker Dam; Rice; Trona unified; Upland.

**San Diego County** — Bear Valley; Bostonia; Chula Vista junior high school; Clover Flat; Coronado elementary schools; Escondido — Lincoln, high school; Fallbrook — elementary, high school; Jacumba; La Mesa-Spring Valley — Lemon avenue, Spring Valley, Rolando; Lakeside; National City elementary; Otay — Montgomery; Pomerado; Rich-Mar; San Pasqual; Santee; San Ysidro; South Bay union — Emory; Valley Center; Vista unified.

**Santa Barbara County** — Guadalupe joint union high school; Hope; Lompoc — elementary, high school; Los Alamos; Montecito; Santa Maria elementary.

**Ventura County** — Conejo; Fillmore — Mountain View; Mill; Montalvo; Moorpark elementary; Oxnard — Driffield, Haydock, Roosevelt, Wilson, Ramona; Pleasant Valley; Rio; San Antonio; Santa Paula — Isbell; Ventura — May Henning, Lincoln.

### NORTHERN SECTION

**Butte County** — Biggs elementary; Chico elementary; Bidwell, Central, Chapman, Citrus Avenue, Linden, Oakdale, Paradise, Rosedale, Salem; Gridley union high; Oroville elementary; Bird Street, Eastside, Burbank.

**Colusa County** — Colusa elementary.

**Glenn County** — Elk Creek high, Hamilton union elementary.

**Lassen County** — Herlong elementary.

**Placer County** — Alta, Alta Vista, Auburn union, Blue Canyon, Clipper Gap, Colfax, Donner Trail joint, Dry Creek joint, Emigrant Gap, Eureka union, Forest Hill, Happy Hours emergency, Lincoln union, Lone Star, Loomis union, Newcastle, New England Mills, Ophir, Penryn, Rocklin; Roseville: Atlantic Street; Sheridan, Spring Garden, Weimar Branch of the Placer union high, Placer college.

**Sacramento County** — Galt joint union elementary.

**Shasta County** — Anderson, Central Valley, Enterprise, Mt. Burnet, Redding; Magnolia Avenue.

### CENTRAL SECTION

**MADERA COUNTY** teachers are reported 100% enrolled in CTA for 1948 by County Superintendent of Schools Ross E. Kinney. Congratulations to Madera County upon this splendid professional record.

\* \* \*

Money by Clark and Rimanoczy is a praiseworthy large-format primer for all ages, revealing the facts concerning inflation, cost of living, and prosperity. The authors are nationally-known economists.

The book, a simple analysis of money, in its 37 pages, graphically presents the

basic facts of a complicated subject. 8 1/4 x 10 1/4 inches; price \$1.75; published by D. Van Nostrand Company, 250 Fourth Avenue, New York 3, NY.

### Your Address

**I**F your name and address, as printed on the wrapper of your Sierra Educational News, is NOT correct, please immediately notify California Teachers Association, 391 Sutter Street, San Francisco 8. **WHENEVER** you change your address, please let us know, stating your old address as well as your new one.

### SECONDARY SCHOOL SUPERVISION

**S**UPERVISION in Selected Secondary Schools; published by the author, Allen C. Harman, 301 East Moreland Road, Willow Grove, Pennsylvania; 1947, 192 pp.; \$3.

This book contains a description of outstanding supervisory practices in 24 high schools, selected by a jury of educators on the basis of having superior programs of supervision. The investigation was conducted in public secondary schools, with enrollments between 200 and 1,000 pupils, located in Delaware, Maryland, New Jersey, New York, and Pennsylvania.

The publication, submitted as a dissertation for the degree of Doctor of Philosophy at University of Pennsylvania, satisfies a commonly recognized need in the field of education. It is recommended especially as a guide for supervisory leaders, teachers, and others within schools and as a reference for students who are pursuing college and university courses in supervision.





## NEWS FROM THE FIELD

Items and statements from the CTA Sections, affiliated organizations, and related groups. Readers are invited to contribute.

### RURAL EDUCATION

#### In Action At The 1948 State Fair

**C**O-OPERATION, not competition, is the keynote of 1948 rural schools' exhibit at California State Fair. County school superintendents under the presidency of Vaughn D. Seidel, superintendent of Alameda County schools, recently voted unanimously to support a large co-operative State Fair exhibit—is a promising departure from the competitive exhibits of previous years.

The exhibits, which will stress rural education in action, will be representative of all phases of the curriculum, from the primary grades through high school. It is planned to show, also, the services of the county superintendent's office as well as the services rendered by the State Department of Education to rural districts.

Effective use of audio-visual aids will be demonstrated throughout the subject matter areas. The newest classroom equipment will be on hand for fair-goers to see and use, and the best talent in rural education will be present to demonstrate teaching procedures in all areas of the curriculum.

State-wide meetings have already been held to solicit ideas for the exhibit, and enthusiasm for the plan is growing. Ward Phillips, State co-ordinator of the schools exhibit; Yvonne Whitehurst, Larry Smith and Audrey Mitchell, from the Alameda County Office, have held meetings in Sacramento, Redding, Fresno, Los Angeles and Oakland to further the planning. Additional meetings and committees are being set up to carry on the work in each subject-matter field. Committees will of necessity be regional, to facilitate frequent meeting, but consultants on each committee will represent counties throughout the State.

\* \* \*

### BAY SECTION ACTIVITIES

**M**ILDRED H. STEVENS, classroom teacher at Vallejo Junior High School, was elected president of the Bay Section Council for the year 1948 at its November 29 meeting in San Francisco, succeeding Richard J. Ryall, teacher of Abraham Lincoln High School, San Francisco.

Miss Stevens has been active in the organization work of California Teachers Association for a number of years; member of Bay Section Council since 1944; served as member of its executive committee during 1946-47; and this past year was vice-president of the Council.

Dr. Rex H. Turner, assistant superintendent of schools of Oakland, who has

served as chairman of the legislative committee for several years, was chosen as vice-president of the Council. In addition to Miss Stevens and Dr. Turner, the following were named to constitute the executive committee: Herbert Bergstrom, teacher, Martinez High School; Ruby Ferguson, teacher, Abraham Lincoln High School, San Jose; Neil Hafley, superintendent of schools, Monteca; and Helen von Garden, teacher, St. Helena elementary schools. As junior past president, Richard J. Ryall will also serve on the executive committee.

At the November meeting of the Council announcement was also made that all of the proposed amendments to the Bay Section Constitution had been approved by overwhelming majorities. The effect of these changes is to democratize further the operation of the Council through the appointment of two non-Council members to the election committee of each electoral district, as well as placing the responsibility for the appointment of committee members in the hands of the executive committee. The amendments also gave to the executive committee, for the first time, clearly defined duties and responsibilities. Finally, the title of the office of secretary-treasurer was changed to that of executive secretary, who will now be appointed for a 4-year term by the Council upon the recommendation of the executive committee, at a salary to be determined by the Council. He will be responsible to the executive committee and the Council for the management of the affairs of the Bay Section office, as well as for the execution of the policies determined by the Council and its executive committee.

For the first time in many years the program of the service of the Bay Section to its members is being reappraised by a representative committee appointed by President Ryall; the result of a growing conviction on the part of the 1947 executive committee that, as a Bay Section counterpart to the expanded services of the State association, study of the Bay Section activities should be undertaken.

Heading this important group, which will make its report to the Council early in 1948, is Rudolph C. Ferguson, principal of Orestimba Union High School, Newman. Other members are: Jack Rees, Hayward; Leona Noe, Berkeley; Herbert Bergstrom, Martinez; Letha Jenkins, Ross; Helen von Graden, St. Helena; Mrs. Catherine Mead, San Jose; Sylvester Kelly, San Francisco; Neil Hafley, Manteca; Viola Happy, South San Francisco; Ruby Fergu-

son, San Jose; Annamae Morrison, Rio Vista; and Maxwell Cunningham, Glen Ellen.—Wallace W. Hall.

\* \* \*

### NORTHERN SECTION NOTES

**A**T the Joint Institute held in Sacramento November 24-26, CTA Northern Section amended its Constitution in regard to elections and personnel of the Executive Committee with two objects in view: (1) to keep the organization as democratic and representative as possible, in spite of the growing difficulty of distant counties to attend the joint-institute sessions; (2) to assure classroom teachers that they shall be well represented.

Of the 23 counties and cities of this Section only 14 were officially here at this session. Several were kept away by the unforeseen results of the Dillinger Bill, compelling the districts to pay the teachers expenses while attending Institute. As our officers have been elected at these joint Institutes, biennially, the Constitution was changed to permit counties not attending, to hold their elections locally or else that absentee ballots be sent to their teachers. In case no joint-institute is held, as during the recent war period, elections are to be left in the hands of the Section Council.

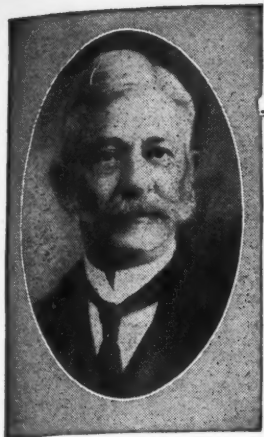
Particular point is given to this condition by the case of Districts One and Two, Siskiyou, Modoc, Lassen and Plumas Counties. Since none of them attended the joint-institute, they could not elect State Council Members. The incumbents will hold office until successors are chosen. The amended Constitution provides that such cases shall be handled by the Section Council, or by a special election, as the executive committee shall determine. In this particular case action will doubtless be determined by the executive committee before the Section Council meets in January.

I am sure that the Executive Committee and the Section Council will wish to carry out the desires of these two Districts, and will be guided, in large part, by the expression of opinion from these localities.

To assure the Classroom Teachers that they shall be represented on the executive committee, their president is to be a regular member. There are also two elective positions which the classroom teachers may occupy if they wish to, since they are the most numerous group.

All of the incumbents that were nominated were re-elected. The officers re-elected were: John H. Palmer, of Marysville, president; George I. Linn, of Sacramento, as vice-president; E. P. Mapes, of Willows, and Mrs. Irene Owings, of Chico, the elected members on the executive committee.

As Robert R. Hartzell, of the Third



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MILES C. HOLDEN, President

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District, was not a candidate, there will be a change in the personnel of our State Council representatives. Siebert Stephens, district superintendent of Redding elementary schools, was elected to the position. Mr. Hartzell will be greatly missed, as he has worked long and efficiently for the Northern Section. He has been president of the Section, and our representative on the Board of Directors of the State Association, as well as being on the State Council for many years. — R. W. Everett, Executive-Secretary.

\* \* \*

#### JOURNALISM TEACHERS

**P**ERHAPS California's youngest professional organization is the California Division of National Association of Journalism Directors; organized last spring, it held its first Statewide convention October 11 at University of Southern California, Los Angeles.

The State group is organized to give help to new and to seasoned journalism teachers, to hold meetings where such teachers may discuss their problems with such teachers, to urge administrators to give them adequate time and facilities and pay to do the proper job, to study and publish findings on publications problems, and in many other ways to assist through organization

and personal help those entrusted with journalistic work.

Already numbering more than 100 of the 800 journalism directors of the State in its membership, the California Division has passed all other States in numbers of members. It is represented at all local scholastic press conferences in the State. It displays at these meetings outstanding yearbooks and newspapers of the nation, as well as commercial textbooks and materials. And it took an active part in the November 26-29 NCTE convention in San Francisco.

The ready acceptance of the group may be found in part in the many services the State group is able to give to its members. Also, membership in the State group automatically includes membership in the National Association of Journalism Directors. It gives subscription to the Quill and Scroll magazine and a reduction in price of the Scholastic Editor. And journalism teachers are proverbial for wanting to get together

and talk shop. Local conferences usually don't allow much of this because students are along who have to be shepherded.

Officers of the group include: President, Clark Grafft, Sanger; vice-president, Florence Peterson, El Monte; secretary-treasurer, Ethel Mitchell, Burlingame.

\* \* \*

#### UNIQUE TEACHING PROCEDURES

**P**AUL W. NESBIT of Estes Park has written two important booklets of interest to California teachers, —

1. **NEW TECHNIQUES FOR EFFICIENT TEACHING**, 80 pages, illustrated, comprises many game-like, automatic, and self-checking methods and devices; paper cover, \$1.

2. **INSTRUCTIVE NATURE GAMES**, 36 pages, illustrated, paper cover, 75c. Excellent aids in outdoor and indoor activities for school children on many levels.

Address Mr. Nesbit at Moraine Route, Estes Park, Colorado.

#### California Breakfast at Atlantic City, February 23, 1948

**D**R. JOHN A. SEXSON, secretary of Association of California Public Schools Superintendents, announces that the California Breakfast will be held at Hotel Dennis, Atlantic City, at 8 o'clock on Monday, February 23, 1948; price, \$1.50. It will be appreciated if as many as possible will purchase tickets before going to Atlantic City.

Tickets may be secured from Dr. John A. Sexson, 351 South Hudson Avenue, Pasadena 5, or from California Teachers Association, 391 Sutter Street, San Francisco 8.

# YOUR STATE DEPARTMENT OF EDUCATION

## A Message to All California Teachers

### CONSERVATION

THE State Department of Education has been asked by federal, State and private Conservation agencies to assist in extending education for Conservation in the California Public School System.

California school-people are the kind of citizens who are Conservation-minded. The urgent necessity to conserve our national wealth in the form of natural resources is stressed in many and various ways in classrooms throughout the State.

The Conservationists, however, are unanimous in reporting that the State and the nation face a new crisis brought on by the heavy expenditures of our natural wealth that were necessarily made by the United States in the Second World War. They stress the fact that Conservation is wise use, rather than hoarding.

They urge all California educators to recognize that today's youth must be trained to practice Conservation in all departments of our private and community living if the nation is to have its essential natural resources to use wisely or in any other way beyond the immediate future.

Spokesmen for the State Public School System are stressing Conservation. Extension of the understanding and the practice of sound Conservation through our system of public education is a policy of crucial importance today.

If we can educate our youth to make wise use of our wealth, we are far along the road to educating our youth for peace.

### PLANNING FOR THE CENTENNIALS

California schools and colleges are preparing to play a leading part in the State's Centennial Celebrations during the next three years.

Representatives of public and private school systems, ranging from elementary through college levels, have served together during the past two years as members of a Steering Committee on Educational Activities for the Centennial Celebrations Committee of the California State Chamber of Commerce. Roy E. Simpson, Superintendent of Public Instruction, as chairman of the Steering Committee has presented to the State Chamber of Commerce a report containing its recommendations for submission to the State Centennial Commission appointed by Governor Warren last September.

The report was presented to the Com-

### NEW YEAR'S GREETING

From

ROY E. SIMPSON

Superintendent of Public Instruction

The New Year overtakes the school people every winter holiday season in the middle of a school year. Like everyone else we "take a break" to welcome it, for this is the time when all mankind is drawn to memories of Auld Lang Syne and is moved to resolve better deeds for today and tomorrow.

As we enter 1948, I wish to congratulate all California Teachers on the fine work they have done in 1947 as well as through years long past. The resolution of all who serve in Public Education must be to keep our professional standards high and to make constant progress in educating California's boys and girls for sturdy and generous citizenship in the community, the nation and the world.

mission at the annual meeting of the California State Chamber of Commerce in Los Angeles, December 2.

The Steering Committee included the following recommendations in its report to the Commission:

1. That there be an expansion of the teaching of California history in public and private schools;
2. That field trips be organized to acquaint pupils with local historical landmarks, monuments and sites;
3. That school districts purchase additional reference works concerning California history for school and classroom libraries;
4. That facilities of the State Library and County Libraries be used to acquaint pupils with California historical material available through cultural services of the State;
5. That all schools and colleges be encouraged to sponsor, promote, and present programs, plays, pageants, exhibits and broadcasts emphasizing historical themes of special interest to their home communities;
6. That school productions using historic California themes, and displaying drama, music and art resources, be produced both for student bodies at assemblies and other gatherings, and for community audiences;
7. That school productions honoring the California Centennials which prove to be

of more than local interest be performed or exhibited in places other than their home communities;

8. That the Centennial themes be treated in various ways in 1948, 1949 and 1950 Public Schools Week observances.

Local school systems are already organizing many impressive projects on their own initiative. County superintendents of schools have been named chairmen of county committees on educational activities for the Centennial Celebrations.

Membership of the Steering Committee on Educational Activities includes, besides Chairman Simpson, Dr. George A. Pettit, University of California; Dr. C. R. Bush, Stanford University; Mrs. G. W. Luhr, California Congress of Parents and Teachers; Frank B. Lindsay, State chief, secondary education; Bernard J. Lonsdale, acting State chief, elementary education; Dr. George C. Mann, State chief, adult education; Monsignor James O'Dowd, superintendent of schools, San Francisco diocese; Eva M. Ott, Elementary School Principals Association; Harry G. Hansell, Association of Secondary School Administrators; Dr. David H. Russell, California School Supervisors Association; Dr. John S. Carroll, Association of County School Superintendents; Dr. Paul Mohr, California Junior College Association; and Dr. A. J. Cloud, representing California Teachers Association.

Ex-officio members of the Steering Committee are Joseph R. Knowland, now chairman of the new State Centennial Commission, and formerly chairman of the State Chamber of Commerce Centennial Committee; Jerry Carpenter, State Chamber of Commerce; and Al Slonaker, education chairman for the State Chamber of Commerce Centennial Committee.

All members of the Steering Committee have signified their willingness to continue to serve the new State Centennial Commission.

### HELEN HEFFERNAN RETURNS

After a year in Japan, working among Japanese educators in the effort to establish a democratic system of education under General MacArthur's administration of the occupation forces, Helen Heffernan returns to California this month. Resuming her post in the State Department of Education, Miss Heffernan's duties and responsibilities will be substantially the same as those she left on a leave-of-absence in October, 1946.

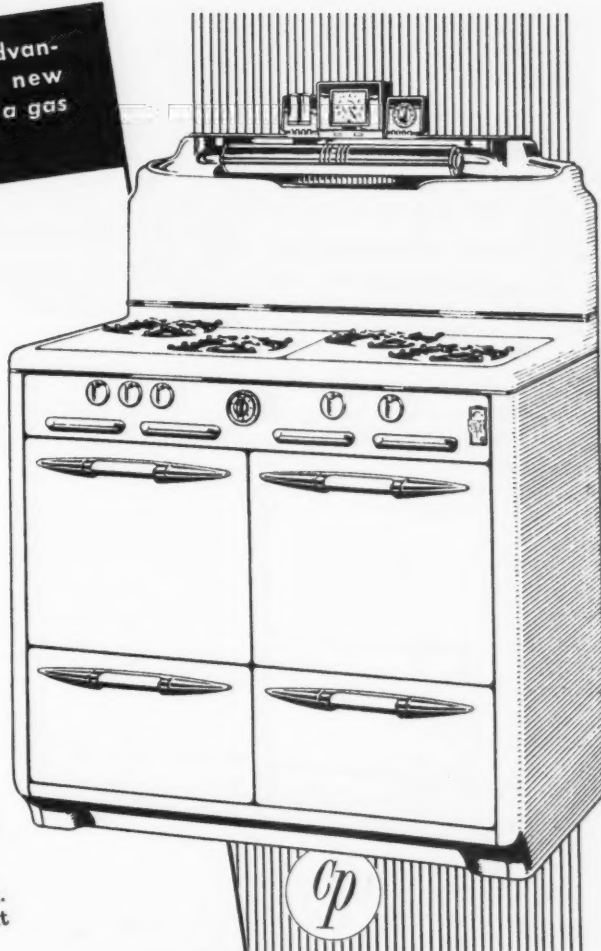
Her former title, Chief of the Division of Elementary Education, has been revised in the reorganization of the State Department which has been completed since Miss Heffernan's departure. The elementary education staff is now included in the Division of Instruction, headed by Dr. Ralph R. Fields, Associate Superintendent. Miss Heffernan's new title in the Division of Instruction will be Assistant Division Chief, Elementary Education. Bernard J. Lonsdale, who assumed Miss Heffernan's duties in her absence, will continue in the department as Consultant in Elementary Education.



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- 5 *Automatic Oven Heat Control*—"Set and forget." Maintains exact temperature specified by your recipe.
- 6 *Speed-simmer Top Burners*—High heat, low simmer, any degree between.
- 7 *Modern Smokeless Broiler*—Assures juicy meats, browned to perfection, as only a flame can broil them.
- 8 *Cool Kitchen*—Thanks to scientifically-improved insulation.
- 9 *Speed unrivaled by any other method.* No "warm-up." Gas reaches full heat instantly.



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## "Thrifty" Flame Says:

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# CALIFORNIA'S NEWEST PLANETARIUM

By John F. Landis, California Academy of Sciences,  
San Francisco

**F**OR a number of years the students and teachers of Southern California schools have had the privilege of studying the stars and other celestial phenomena at the famed Griffith Observatory and Planetarium in Los Angeles. Thousands of children and adults have enjoyed the dramatic education and entertainment offered by this institution and, no doubt many of them have been inspired by the Planetarium to dedicate themselves to useful careers in science. Built in 1935, this Southern California Planetarium is one of the 5 major institutions of its kind in the country—the others being located in Chicago, Philadelphia, New York and Pittsburgh.

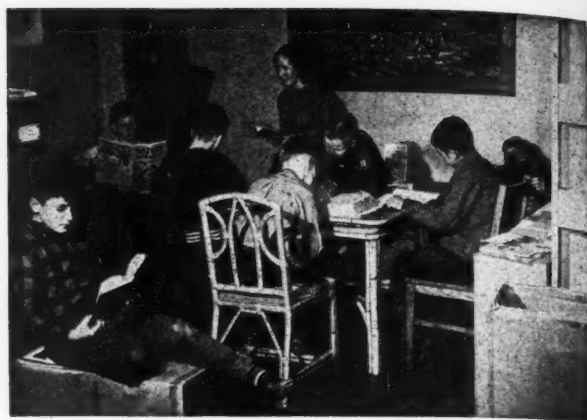
Now the schools in the northern part of our State are soon to enjoy the same privileges as those in Los Angeles County and vicinity. The California Academy of Sciences is raising funds for the building of a planetarium in San Francisco's Golden Gate Park. An initial pledge of \$200,000 from the May T. Morrison Trust Estate provided the impetus for this campaign and over 200 generous gifts from public-spirited citizens and business organizations in Northern California have contributed to augment this original sum so that this sixth planetarium is virtually assured.

San Francisco school children contributed their pennies, dimes, and dollars to provide a gift of \$9,400 for this fund. Many other schools throughout the Bay Area and the northern part of the State have also contributed to this meritorious project. In many schools benefit performances of various kinds are being held and the proceeds sent to the California Academy of Sciences, where every day gifts are still being received for this purpose. Thus when the Morrison Planetarium is completed, it will be the only one in the country built by the united efforts of the public.

To most California teachers a planetarium show is not a novelty. Every true educator will agree that here is an educational device of incomparable value. No other instrument provides such excellent and advanced methods of teaching elementary astronomy as well as providing a sympathetic understanding of Man's place in the Universe.

Here in the "Theater of the Stars" the actors are worlds that sweep across a stage awe-inspiring in its vastness. Stars and planets whirl through their cycles, comets and meteors flash across the sky, the Northern Lights glow and fade, the sun and moon do the bidding of the speaker and the mysteries of the heavens are made clear in one hour of exciting and instructive entertainment.

Among the great variety of different shows possible, some of the most popular given in other planetariums are: "By Rocket to the Moon," "A Trip to Mars,"



A happy group of students, deep in research,  
at the Academy's Junior Workshop and Museum

"Poetry and the Stars," "Forecasting the Weather," "A Trip to the North and South Poles," "The End of the World," and "The Christmas Star."

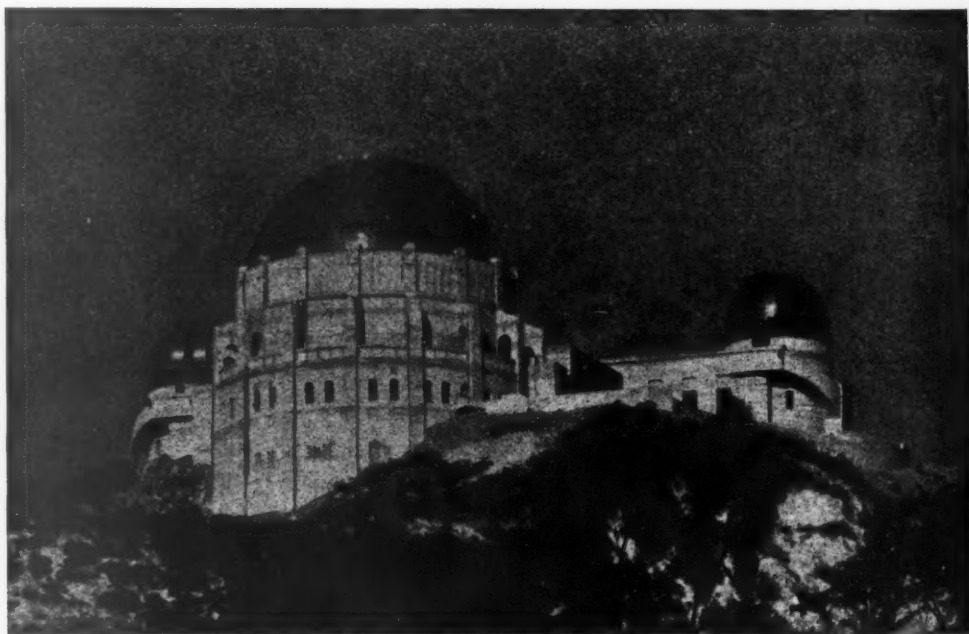
## Of Inestimable Value to The Schools

The advent of this new planetarium will be of inestimable value to the schools of northern California. As Professor Stroemgren of Copenhagen Observatory says—"Never was a medium of demonstration produced as instructive at this, never one more fascinating in effect, and certainly never one which appeals to everybody as this does."

And, with the many other facilities of the California Academy of Sciences at the disposal of students and teachers—the Steinhart Aquarium, the North American Hall, the Simson African Hall—a trip to Golden Gate Park will most certainly be a "must" for every school group.

The Planetarium Projection Instrument, poetically called "The Calculating Machine of the Universe," is shown on the front cover of this issue.

## Griffith Observatory and Planetarium in Griffith Park, Los Angeles



### My Suggestion

Sierra Educational News  
391 Sutter Street, Room 301  
San Francisco 8, California

On the attached sheet is my suggestion for the magazine of California Teachers Association.

Name.....

Address.....

### ONE WORLD

**W**ILLIAM G. CARR, consultant, United States Delegation, United Nations Conference on International Organization, San Francisco, and deputy-secretary-general, United Nations Conference for the Establishment of an Educational and Cultural Organization, London, and at one-time director of research for California Teachers Association, wrote *One World In The Making: The United Nations*, a valuable and remarkable illustrated book of 125 pages, first published in 1946 by Ginn and Company.

The company has now brought out a beautiful, fully revised, 2nd edition. It concisely and adequately describes the Charter, United Nations Organization, and has many study helps and charts; price \$1.20.

\* \* \*

*UP-HILL* by Elsie McKean is a second book of Negro biographies, for children 8-14: *Our Negro Brother* was the first—the stories of some of the Negroes who were a part of American history and development. *UP-HILL* tells the stories of Negroes who today are part of America.

The language is simple and direct, following the Shady Hill Press tradition of a simple vocabulary built around mature ideas. Like its predecessor, it will be read with interest by junior high school students, though it presents no difficulty to a 3rd grade child. Published by Reading Service Shady Hill Press; Anne Coolidge, director; 17 East 96th Street, New York City; price, \$2.

\* \* \*

### A TREASURY OF TEACHING

**U**NSEEN Harvests is the title of a big compendium of nearly 700 pages, edited by Fuess and Basford and published by Macmillan Company; price \$5.

Every California teacher will find diversion and inspiration in this highly entertaining collection of stories, poems, and opinions. Every American will enjoy dipping into these pages and remembering with pleasure and pain his own classroom days. The Teacher receives fitting tribute in this first anthology of its kind, a full treasure chest of literature about Teaching.

JANUARY 1948

### Your 1948 Automobile License

**A** REMINDER to California teachers who own automobiles has been sounded by the State Department of Motor Vehicles: The registration fee shown in the lower lefthand corner of the registration slip is incorrect; your 1948 license will cost more.

If you apply for your 1948 automobile license at a branch office or other license tab distributing agency in person, the correct fees will be computed for you, the Director of Motor Vehicles said.

If you renew by mail, however, you will have to figure your own. Here is the method: Take the amount shown in the lower lefthand corner of the registration slip, add \$3 (the increased amount voted by the State Legislature), then bring the amount to the nearest even dollar. That amount will be the correct fee.



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**SAVE THE CHILDREN**

**763** PUBLIC schools and other groups in the United States are sponsoring schools in Europe with a rehabilitation program under auspices of Save the Children Federation, which has its Western Headquarters at 949 Mission Street, San Francisco.

Basic needs—clothing, shoes and food—must be met to enable children to go to school. The schools being helped are in France, Belgium, Holland, Finland, and Greece. The Federation, through its affiliation with International Union for Child Welfare, has branches in 37 countries.

Sponsorship of a school, as many superintendents, principals, and teachers attest in letters to the Federation, brings benefits of a moral and cultural character to the sponsoring school. To the sponsored school is given more than material aid; the children get the gift of new hope and courage, and learn of democracy in action.

Should a class, the Student Body, or other group wish to sponsor an individual school in the country of its choice, it can be done on the Sponsorship plan of the Federation by a gift of \$5 per child per year for the school to be sponsored. A regular Sponsorship Certificate will be issued and correspondence anticipated between the sponsored school and the sponsoring group. The minimum pledge for a school is \$150 for 30 children.

For full information, consult Save the Children Federation, West Coast headquarters at 949 Mission Street, San Francisco 3, or the Los Angeles office at 1621 South Grand Avenue, Los Angeles 15.

\* \* \*

STANDARD SCHOOL BROADCASTS, 20th annual course, series 1947-48, is a beautiful, 32-page brochure, profusely illustrated in full color; a complete guide, for teachers and pupils, for the current broadcasts. These school programs begun in 1928, won national recognition. Standard Oil Company of California has achieved the record of presenting the world's longest-established radio-project of music education and entertainment.

\* \* \*

**ARITHMETIC FOUNDATION**

Level 1 (96 pages) and Level 2 (104 pages) by Etta M. Alexander, Calthea M. Antonacci, Genevieve E. Robidoux, and Edith E. Smith; consumable; list price, 50 cents; Harr Wagner Publishing Company, San Francisco.

THESE two arithmetic books are a direct outcome of an extensive survey of primary arithmetic which was started in San Jose city schools prior to the death of Dr. Albion H. Horrall, superintendent. When

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Dr. Ralph Fields, now Associate Superintendent of Public Instruction, succeeded Dr. Horrall as superintendent, he continued the survey. The survey was conducted under the guidance of Frances Lanyon, primary supervisor of San Jose. Four outstanding classroom teachers of the first and second grades were chosen to do the actual work of selecting material for teaching primary arithmetic. Those chosen were Mrs. Etta Alexander and Mrs. Calthea Antonacci of Jefferson School, Mrs. Genevieve Robidoux of Horace Mann, and Miss Edith Smith of Hester School. These four teachers worked closely together and are the authors of the final texts as they appear in print.

In beginning the project the problem was to secure materials that would have the following features: (1) To teach beginners meaningful number concepts; (2) to teach arithmetic concepts with a minimum vocabulary; (3) to secure material in which the written exercises could be large enough to make allowances for the lack of writing coordination of first and second grade children; (4) to teach combinations (to 10) by a method which would enable every child to master them.

The authors, unable to find materials to meet the above requirements, undertook the task of writing texts to fit the need. This material was first produced by mimeograph process and was used experimentally in the San Jose system for three years with very successful results.

The publisher secured the manuscripts for both books from the authors, and a special release for publication was obtained from the superintendent, Dr. Cecil Hardesty, and the San Jose Board of Education.

The material is unique in that it employs manuscript writing in pupil instructions rather than typeface characters, so that the writing used in the texts corresponds to the actual writing taught in California schools. There are teacher-instructions for every exercise page. Ample space is provided for the child to write his answers. The vocabulary is simple and easily understandable. Attractive 4-color covers, with drawings of high appeal to children, arouse pupils immediate interest in the texts.

**Simplicity is the keynote of these books.** They fill a long-felt need for easy, simple, but complete material for beginning students in arithmetic.

**LEVEL 1** contains a Number Dictionary through which the child learns the meaning of each number and number recognition; ample practice in recognition and writing of numbers; introduction of color-words combined with number-recognition.

**LEVEL 2** includes a brief review of Level 1; presentation of material to prepare the child for combinations; teaching of automatic visual perception of number-groupings from 1-10; introduction of combinations in a meaningful manner; easy vocabulary and interesting repetition to facilitate mastery of combinations up to ten.

This material, so carefully developed and checked and rechecked in actual classroom practice, has resulted in a publication not only interesting and appealing to children but extremely effective as a teaching aid.

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## COLLEGE ENROLLMENTS IN 1950

COLLEGE enrollments in 1950 may be about double pre-war peak figures in California, Washington, Oregon, Arizona, and Nevada, and colleges and universities in these Western States face this potential flood of students with facilities which are "woefully inadequate."

This was the warning given by Dr. Alvin C. Eurich, vice-president of Stanford University and chairman of the Pacific Coast Committee of the American Council on Education, in presenting the committee's

report on a college age population study for the years 1947-64 to a joint meeting of the committee and the Western College Association. He pointed out that the statistical projections used in the study were on the conservative side.

"By 1950 or earlier the enrollments in colleges and universities might be double the prewar peak, and by 1964 perhaps even double the record-breaking 1946 enrollments," he declared.

The committee's figures, based on federal and State data and information from Western educational institutions, projected the probability levels of college age population (18-21) in the 5 Western States as follows, with the 1947 figure given for comparison:

CALIFORNIA	
1947	539,800
1950	521,200
1955	586,900
1960	747,500
1964	943,500

ARIZONA	
1947	48,200
1950	50,600
1955	58,100
1960	68,900
1964	78,600

NEVADA	
1947	7,500
1950	7,600
1955	8,800
1960	11,200
1964	13,700

OREGON	
1947	82,900
1950	80,700
1955	85,100
1960	108,000
1964	124,300

WASHINGTON	
1947	132,900
1950	127,400
1955	134,900
1960	165,500
1964	210,500

Dr. Eurich stated that in the 5 Pacific-Western States, around 400 million dollars is the present-day valuation of funds and plants devoted to higher education in about 150 institutions, with staffs aggregating some 15,000, and with approximately 240,000 students in 1946.

Whether enrollments will continue to skyrocket or whether they will level off or diminish is therefore a matter of lively interest to governing bodies, administrators, educators, taxpayers, and to the prospective students themselves.

Dr. Eurich emphasized that an important factor taken into consideration was The Flow of Migration to the Western States, and one of the assumptions on which the study was based is that migration will continue, and that it can be forecast with reasonable accuracy if past experience and economic and other conditions are taken into consideration.

The enrollment of veterans, another major point in the study, points out that the research and planning divisions of the Veterans Administration say that the peak of veteran enrollments in higher education

lies still ahead, probably in 1948, and that the pressure will continue to some extent for many years.

\* \* \*

## PLAYS AND ENTERTAINMENTS

ELDRIDGE Entertainment House, with home office at Franklin, Ohio, and Western office at Denver, for many years have been publishers and providers of plays and entertainments. Their excellent offerings have been noted frequently throughout the years in the pages of this magazine.

Among recent titles are, — The Phantom Ship, a childrens operetta; Recitation Time, a collection by various well-known authors; Buffalo Billy, 3-act comedy; and two plays for children, Clothespin Dolls and Along Came a Blackbird.

Recently Eldridge has issued a 64-page "Year-round Catalog" which will be sent free on request to either office.

\* \* \*

## STATISTICS

Reflecting Social Trends of Interest to School People

THE official index of consumers prices in large cities stood at 160.3% of the 1939 average at the end of October. This was 20.3% above June 1946, when the OPA was abolished.

Retail sales this year will rise above one hundred billion dollars for the first time in the history of the Nation.

Ten years ago it cost a total of \$10,000 to rear a child up to the age of 18 years; now it costs \$15,000.

More than half the farms now have private baths and modern toilet facilities . . . 2,250,000 farms, however, still lack electricity.

October saw the highest rate of passenger car production since before the war, 324,000 vehicles. At the current rate of production, the automobile industry expects to produce more than 3,000,000 passenger cars this year.

Almost 2,300,000 students are enrolled in the nation's colleges and universities, the latest check by US Office of Education shows. This is 1,000,000 higher than the peak enrollment of pre-war years.

The world's population will increase from its present 2,250 billion to 2,438 billion by the end of 1955 . . . if mankind continues to increase at the present rate, the year 2000 will see a total population half again as large as it is now.

There were 2,285,539 marriages and 613,000 divorces in 1946. — Edpress Newsletter.



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## Do You Know That . . .

**C**ALIFORNIA Teachers Association has served the interests of public education for 84 years?

\* \* \*

The legislators who make the law governing California's schools receive only \$100 a month for their services?

\* \* \*

There are 6 sections of California Teachers Association, each with its own council? They are Bay, Central, Central Coast, North Coast, Northern and Southern?

\* \* \*

Two of the most able assemblymen ever to serve at Sacramento are now associated with the CTA? They are Gardiner Johnson, CTA legal counsel, and Ralph Dills, public relations field representative in Southern California. Each was formerly Chairman of the Education Committee of the State Assembly and authored important school legislation. One's a Republican; the other a Democrat — if that makes any difference!

\* \* \*

There are 179 members of the CTA State Council of Education — policy-making body of the CTA — representation on which is in accordance with Section membership?

\* \* \*

Two Placement divisions are operated by CTA — one by the State Association at 391 Sutter Street, San Francisco, and one by CTA Southern Section at 612 South Figueroa Street, Los Angeles?

\* \* \*

Membership in California Teachers Association reached an all-time high last year — 41,972?

\* \* \*

When there are from 50 to 60 pupils in an elementary classroom — and when double sessions are necessary in many districts — California is rationing education? The remedy: More teachers, more classrooms.

\* \* \*

A school bill providing for an appropriation must be approved 7 times before it becomes a law? By the Assembly Education Committee; by the Assembly Ways and Means Committee; by the Assembly; by the Senate Education Committee; by the Senate Finance Committee; by the Senate; by the Governor.

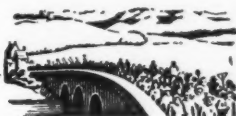
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A school bill not carrying an appropriation must get over 5 hurdles — all of those listed in the preceding paragraph except the Assembly Ways and Means and the Senate Finance committees?

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\* \* \*

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By Carl A. Bowman, Secretary-Treasurer

Credit Union, CTA Southern Section,  
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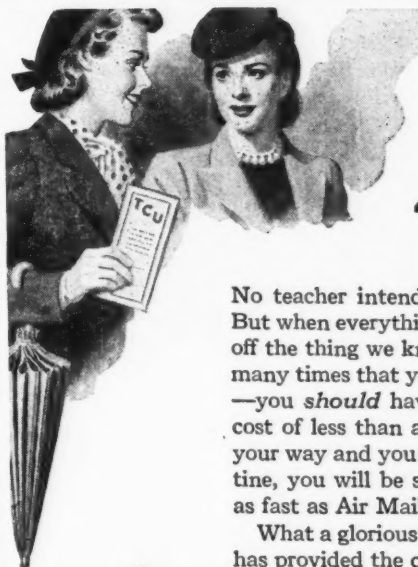
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*How much may one borrow without giving security?*

California Credit Union Act provides that no loan in excess of \$300 may be made without security. The committee often

finds it necessary to require security on loans of less than \$300.

*What rate of interest is charged?*

On loans of \$300 or less, the interest rate is 1% per month on unpaid balances. On larger loans, the rate is 7/10 of 1% per month on unpaid balances.

*How much time may be granted for repayment of a loan?*

The desire is to grant reasonable time to meet the needs of the member.

*What security is required?*

As loan security, the Credit Union accepts co-maker signatures, personal property, automobiles, and real estate.

*Are co-makers and family protected in case of borrower's death or disability?*

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*How much may one invest?*

Minimum investment is \$5, and maximum is \$5000. Draw your check to Credit Union, CTASS. New members should add an additional 50 cents for Entrance Fee.

*Do shares change in value?*

No. Shares are non-fluctuating. The full amount invested may be withdrawn.

*May investors name a joint tenant?*

Investors are urged to name some relative or friend as joint tenant, with right of survivorship.

*When are dividends paid?*

Dividends are paid annually, as of December 31.

## SAFETY

*Is Credit Union, CTASS, a safe place for teachers to save?*

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2. All money received must be deposited in banks selected by the Board of Directors.
3. Officers and all others handling money must be bonded.
4. Funds not needed for lending to members must be placed only in such securities as are authorized as "Legal" for Savings Banks and Trust Funds in the State of California.
5. An officer, director or committeeman may not endorse notes of borrowers, nor borrow more than his own holdings in the Credit Union.
6. State Credit Unions are examined periodically by examiners from the State Corporation Department, and the Supervisory Committee, elected by the members, supervises all actions and procedure.
7. A reserve against possible bad loans must be set aside in accordance with the

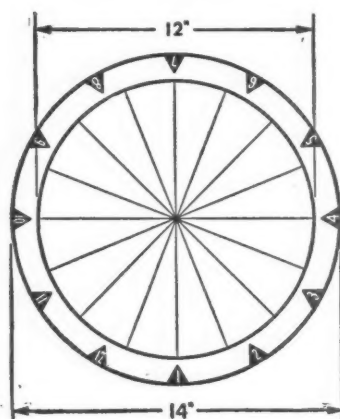
Credit Union Act, and consists of Entrance Fees and 20% of the net earnings each year.

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## COMING EVENTS

**January 10** — CTA Southern Section Council meeting. At the Section headquarters, Los Angeles.

**January 14, 15** — California Congress of Parents and Teachers, Board of Managers; regular meeting. San Francisco.

**January 15-30** — The March of Dimes; national campaign. National Foundation for Infantile Paralysis.

**January 17** — San Francisco State College Alumni Association; annual homecoming luncheon and business meeting.

**January 17** — CTA Northern Section Council meeting. At Administration Building, 21st and J Streets, Sacramento.

**January 26-27** — NEA National Commission on Teacher Education and Professional Standards; regional conference. Boise.

**January 30-31** — NEA National Commission on Teacher Education and Professional Standards; regional conference. Salt Lake City.

**February 5-7** — National Recreation Association; Pacific Southwest Regional Conference. Hotel Californian, Fresno.

**February 5-7** — California Young Farmers; annual convention. Modesto.

**February 6, 7** — California School Supervisors Association Bay Section meeting. Sonoma Mission Inn.

**February 7** — CTA Central Section Classroom Teachers Department meeting. Hotel Fresno.

**February 7** — Delta Kappa Gamma Honor Society for Women in Education; State Executive Board meeting. Senator Hotel, Sacramento.

**February 8-14** — Negro History Week; national observance. For details write to C. G. Woodson, 1538 Ninth Street NW, Washington 1, DC.

**February 14** — California Agriculture Teachers Association, South Coast Region; regular meeting. Salinas.

**February 12** — Lincoln's Birthday; national observance.

**February 15-18** — Association for Supervision and Curriculum Development; 3rd annual meeting. Cincinnati.

**February 19-21** — American Association of Teachers Colleges; 30th annual meeting. Atlantic City.

**February 21-25** — American Association of Secondary School Principals; annual convention. Atlantic City.

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JANUARY 1948

**February 21-26** — American Association of School Administrators; annual convention. Atlantic City.

**February 22** — Washington's Birthday; national observance.

**February 25-27** — NEA Department of Adult Education; annual conference. Atlantic City.

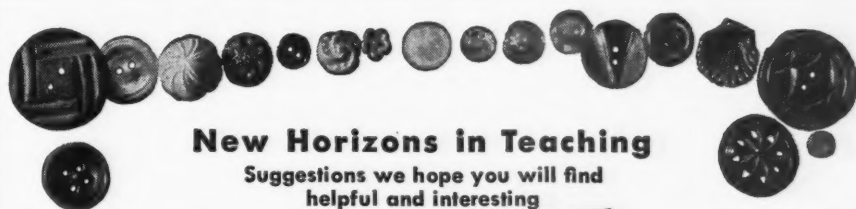
**February 28** — California Association for Health, Physical Education and Recreation, Bay Section. At Stanford University.

**February 28, 29** — California Association for Childhood Education; State conference. Claremont Hotel, Berkeley.

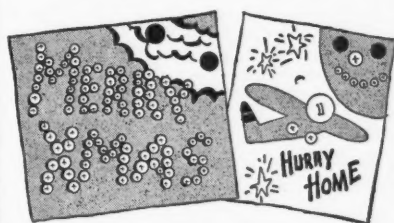
**March 10, 11** — California Congress of Parents and Teachers, Board of Managers; regular meeting. Los Angeles.

**March 13** — CTA Southern Section meeting. At the Section headquarters, Los Angeles.

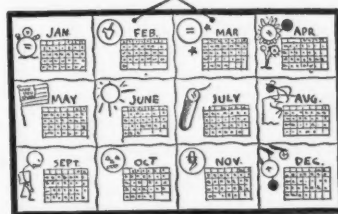
**March 15-20** — Elementary School Principals and District Superintendents; annual



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**Greeting Cards:** pictures made gay with colorful buttons.



**Button Calendar:** buttons and sketches decoratively describe the months.

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conference in co-operation with California Elementary School Principals Association. Long Beach.

March 17-19 — Northwest Conference on Rural Life and Education. Portland, Oregon.

March 20, 21 — California Home Economics Association; State Council Meeting. Fairmont Hotel, San Francisco.

March 21-23 — California Home Economics Association; State Convention. Fairmont Hotel, San Francisco.

March 20-23 — California Association for Health, Physical Education, and Recreation; annual conference. U. S. Grant Hotel, San Diego.

March 22-24 — California Secondary School Administration, annual conference in co-operation with California Association of Secondary School Administrators.

March 22-24 — Western Association of Colleges and Secondary Schools; annual meeting. San Francisco.

March 22-24 — California Association for Adult Education; spring conference. San Francisco.

March 22-24 — California Society of Secondary Education; meeting. Haviland Hall, University of California, Berkeley.

March 22-25 — NEA Department of Higher Education; national conference. Chicago.

March 24, 25 — California Business Educators Association; annual State convention. St. Francis Hotel, San Francisco.

March 24-26 — UNESCO; U. S. conference. Philadelphia.

March 28 — Easter Sunday.

March 29-April 1 — NEA National Association of Deans of Women; annual meeting. Chicago.

April 2, 3 — NEA Department of Classroom Teachers; Southwest Regional Conference. Albuquerque, New Mexico. Mary Virginia Morris of Los Angeles is Director of the Department.

April 3 — Western College Association; spring meeting. At University of California, Los Angeles.

April 5-7 — National Society for Prevention of Blindness; 3-day conference; Hotel Radisson, Minneapolis; details may be obtained by writing to the Society, 1790 Broadway, New York 19, NY.

April 7-14 — San Francisco National Home Show. Civic Auditorium.

April 9, 10 — CTA Annual Meeting; State Council of Education; Board of Directors and State Committee meetings; election of officers. San Francisco.

April 11-17 — Pan-American Week; national observance.

April 12-15 — Trade & Industrial Arts



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Education & Teacher Training; annual conference. San Francisco.

April 14-17 — California Association of Public School Business Officials; annual conference. Hotel Del Coronado.

April 16-18 — American Association for Health, Physical Education and Recreation; Southwest District Meeting. Salt Lake City.

April 17 — Southern California Junior College Association; spring meeting. At Fullerton Junior College.

April 17 — Future Homemakers of America; spring meeting. Susanville.

April 17-22 — Music Educators National Conference; biennial national convention. Detroit, Mich.

April 19-23 — American Association of Health, Physical Education and Recreation; annual convention. Kansas City.

April 26-May 1 — Public Schools Week; California Statewide Observance.

May 4-7 — California Congress of Parents and Teachers; State convention. Sacramento.

May 8 — CTA Southern Section Council meeting. At the Section headquarters, Los Angeles.

May 15, 16 — California Association for Childhood Education; State Board meeting. Sacramento.

May 15, 16 — Delta Kappa Gamma Honor Society for Women in Education; State Convention. Huntington Hotel, Pasadena.

May 15-17 — UNESCO; regional conference. Denver.

June 21-26 — California Agriculture Teachers Association; State conference. San Luis Obispo.

July 12 — California Retired Teachers Association; annual meeting and election of officers. Picnic luncheon, with business, program, and speaker. Sycamore Grove Park, Los Angeles.

July 2-9 — San Francisco Bay Area Industrial Exposition. At San Francisco Civic Auditorium.

July 5-9 — National Education Association; annual meeting. Cleveland.

August 9-20 — California Association for Health, Physical Education and Recreation; summer coaching clinic. At California Polytechnic College, San Luis Obispo.

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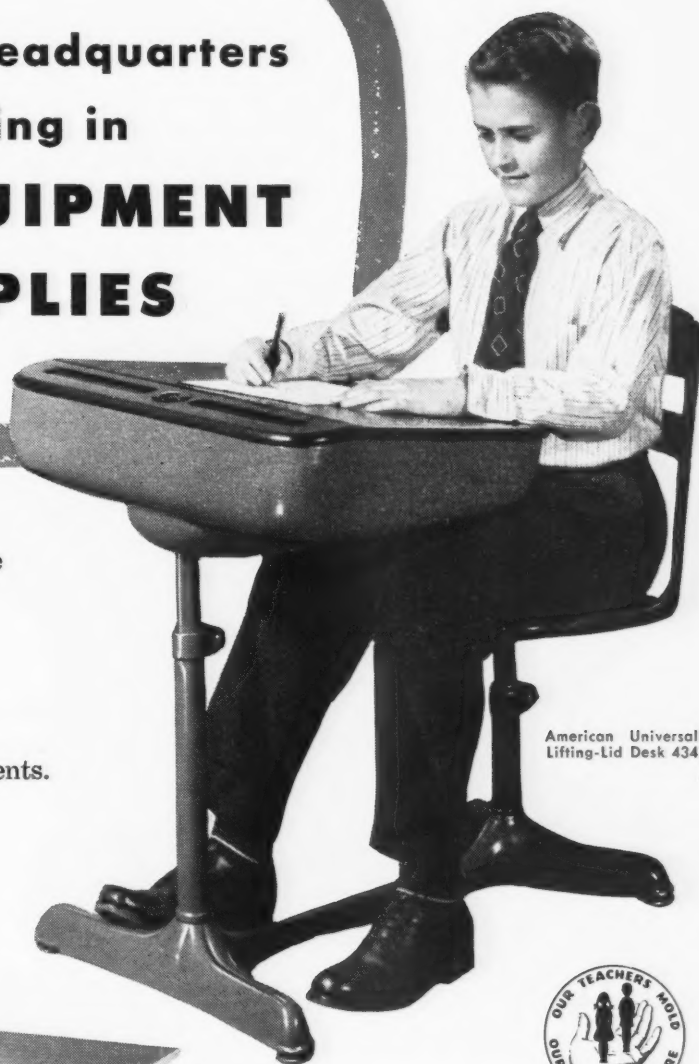
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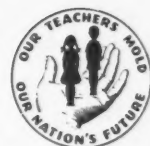
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